

DOCUMENT RESUME

ED 403 674

EC 302 312

TITLE Intellectual Development: What You Can Do To Help. A Series for Caregivers of Infants and Toddlers. Model of Interdisciplinary Training for Children with Handicaps: MITCH Module 1.

INSTITUTION Dade County Public Schools, Miami, Fla.; Monroe County School District, Key West, FL.

SPONS AGENCY Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE 90

NOTE 123p.; For related documents, see EC 302 310-325.

PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS Child Caregivers; Child Development; *Cognitive Development; Cognitive Processes; Day Care; Developmental Stages; *Disabilities; Infants; Inservice Education; *Intellectual Development; Learning Activities; Preschool Education; Toddlers

IDENTIFIERS Florida; Model of Interdisciplinary Training Child Handicap

ABSTRACT

Intended for use in Florida training programs for caregivers of infants and toddlers with disabilities, this guide presents an overview of the Model of Interdisciplinary Training for Children with Handicaps (MITCH); provides a user's guide to the series of MITCH modules; and presents specific information for presenting Module 1, which focuses on intellectual development. After the introduction to the MITCH program as a whole, the user's guide gives information on the instructor's role, the 3-hour training session, the use of videotapes and audiotapes, and follow-up activities. For this module, goals and objectives focus on providing participants with an understanding of basic developmental principles, normal intellectual development, and activities that stimulate intellectual growth and development. For each hour, a script, suggested activities, and relevant handouts are provided. Attached are lists of recommended resources and references, reproducible forms, and the handouts. Also attached is "Welcome to the World: An Overview of Your Growing Child" an overview of normal child development from birth to 36 months in the areas of personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. (DB)

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MITCH Module 1

Model of Interdisciplinary Training for Children with Handicaps

ED 403 674

A Series for Caregivers of Infants and Toddlers

Intellectual Development: What You Can Do to Help

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1990



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MITCH Module 1

**Model of Interdisciplinary Training
for Children with Handicaps**

A Series for Caregivers of Infants and Toddlers

***Intellectual Development:
What You Can Do to Help***

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1990

This training series was developed through the MITCH (Model of Interdisciplinary Training for Children with Handicaps) Project, FDLRS/South Associate Center, Dade and Monroe County Public Schools, and funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under State general revenue appropriation for the Florida Diagnostic and Learning Resources System.

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MITCH Module 1

**Model of Interdisciplinary Training
for Children with Handicaps**

A Series for Caregivers of Infants and Toddlers

***Intellectual Development:
What You Can Do to Help***

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ACKNOWLEDGEMENTS

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Introduction

Information in the Introduction should be reviewed by each instructor or user of this material. The User's Guide to Series begins on page 5. Information relating to this module begins on page 11.

PROJECT MITCH OVERVIEW

The purpose of the Project MITCH (Model of Interdisciplinary Training for Children with Handicaps) training series is to assist local school districts in Florida in providing interdisciplinary training and resources to parents, non-degreed daycare workers, and healthcare providers who work with special needs infants and toddlers ages 0-5, with emphasis on ages 0-2.

This series was funded by a grant to the Florida Diagnostic and Learning Resources System/South (FDLRS/South), on behalf of the FDLRS Network, from the Florida Department of Education, Bureau of Education for Exceptional Students (BEES).

In 1987, the Florida Legislature designated \$100,000.00 of the total appropriation for the FDLRS Network to "expand services to infants and preschool children." The application submitted by Dade County on behalf of the FDLRS/South Associate Center serving Dade and Monroe Counties was selected for funding and was initiated on May 25, 1988. FDLRS/South collaborated with FDLRS/Mailman at the University of Miami and FDLRS/Gateway, serving Hamilton, Columbia, Lafayette, Madison and Suwannee Counties, to complete the work under the grant. Outcomes of the project include:

- assessment of the status of training and resources for the designated population
- design of a collaborative implementation and training model to include development of competencies, replicable training modules which enhance or expand the HRS eight-hour special needs child care module, an adapted training plan for daycare providers, recommendations for curricula to be used in daycare and preschool programs, and recommendations for provision of consultation to parents
- validation of the training modules in Dade, Monroe, and counties served by FDLRS/Gateway
- provision of training for potential instructors and other interested personnel in the 18 FDLRS Associate Center service regions.

Topics for the eleven training modules, as well as information which provided the basis for the competencies, policy framework, and other products of Project MITCH, were obtained from a literature search, interviews, and letters of inquiry and needs assessments sent to over 600 persons throughout the State of Florida. The modules were written by several authors from various disciplines, including early childhood education, exceptional student education, nursing, occupational and physical therapy, speech and language, nutrition, and social work. Each module was read by several critical readers and was piloted in both north and south Florida at least three times before final rewriting took place.

The training series emphasizes developmentally appropriate practice and normal development as the means for working with youngsters who have special needs. The eleven three-hour modules that currently make up the series have relevance for caregivers of normally developing children as well as caregivers who may be working with children who are handicapped, experiencing delays, or who may be at-risk. Although several of the modules specifically address normal and abnormal development from birth to 36 months of age, the material is also meaningful to caregivers of preschoolers who are chronologically older but who are functioning developmentally within the birth to three year range.

MITCH MODULES

Eleven MITCH training modules have been developed.

- (1) *Intellectual Development: What You Can Do to Help*
- (2) *Speech and Language Development: What You Can Do to Help*
- (3) *The Child Who Seems Different: Meeting Special Needs*
- (4) *Family Functioning: The Impact of a Child with Special Needs*
- (5) *Listening and Sensory Integration: What to Do Before Speech and Language Develop*
- (6) *The Caregiving Environment: Planning an Effective Program*
- (7) *Behavior Management: Preventing and Dealing with Problem Behavior*
- (8) *Health Care: Infection Control, Medication Administration, and Seizure Management*
- (9) *Motor Development: What You Need to Know*
- (10) *Nutrition and Feeding Practices: What You Need to Know*
- (11) *Working Together: Communication Skills for Parents, Caregivers, and Other Professionals.*

Each of the three-hour modules can be used independently. Although the modules are numbered sequentially, they may be presented in any order since no module provides prerequisite material for another. Each module contains a script for the instructor, activities, references, resource list, and reproducible handouts/overheads. In some cases, a videotape and/or an audiotape and other materials are available to supplement the written material.

MITCH BOOKLETS

Three booklets have also been produced through MITCH. These may be used with modules as indicated or may be used independently. The booklets are listed below:

- *A Simple Introduction to Physical and Health Impairments*, to be used with Module 3
- *Welcome to the World: An Overview of Your Growing Child*, to be used with Modules 1, 2, 3, 6, and 7
- *Curricula for Use with High Risk and Handicapped Infants and Toddlers*, for use as a supplement to the modules.

User's Guide to Series

INSTRUCTOR

Instructor Qualifications

Unless otherwise stated, the MITCH modules are designed to be presented by qualified and credentialed instructors in fields such as early childhood special education, early childhood education, special education, child development, psychology and nursing. *and Home Economics.*

Role of Instructor

Although the modules do contain scripts, the instructor is encouraged to add to them with his own style, personality, anecdotes, information, handouts, references and resources. It is expected that the instructor will exercise judgement in tailoring the material to the needs, interests, and level of the participants. The best presentations will be those that are specifically designed for the participants by the instructor who best knows their needs.

The instructor may change the lecture/discussion and activity ratio depending upon the group's needs. If all modules are being scheduled for presentation within a relatively short period of time for the same group of participants, the instructor may choose among the activities in order to offer variety since several modules share similar types of activities. The instructor will need to plan adequate time in order to become familiar with the material and tailor it to the needs of each specific audience.

A successful presentation of the material is heavily reliant upon an enthusiastic style on the part of the instructor. Suggestions for achieving this include:

- allow for introductions of participants
- accept and acknowledge interaction from all
- paraphrase questions and responses from the participants loudly enough for all to hear
- create a comfortable atmosphere
- summarize the content of each session before closing.

The audience may include a broad range of persons, including those who knowingly work with very young children with special needs, to others who may have children under their care who have special needs that are not yet recognized. The instructor should assist all caregivers in becoming more comfortable with:

- recognizing indicators that a child may be at-risk or may have special needs
- working with that child
- getting additional support and assistance regarding such a child.

It will be important to emphasize that all children are more like one another than they are different. Keeping children in the most natural or normal environment is a major goal for caregivers.

Instructor Preparation and Follow-Through

Prior to presenting any of the eleven three-hour modules, we recommend that each instructor:

- become entirely familiar with the content and format of presentation
- preview any videotape and/or audiotape
- set date for training
- arrange for a comfortable room in which to present the training
- advertise training in a timely fashion (see reproducible flier in Appendix A)
- arrange for the use of an audiocassette player, VHS videocassette recorder, overhead projector and screen, as needed
- photocopy all handouts and the List of Participants
- prepare overhead transparencies and/or other materials
- collect any additional materials not provided in this packet (see materials list).

After presenting any of the eleven three-hour modules, the instructor should:

- photocopy the reminder letter for each participant regarding the return of the Six-Week Follow-Up Activity
- mail the reminder letters three to four weeks after presenting the training module
- collect, or have participants mail, the completed Six-Week Follow-Up Activity
- review completed Six-Week Follow-Up Activity for each participant
- photocopy Certificate of Completion
- complete Certificate of Completion
- deliver or mail Certificates of Completion to each participant who successfully completed the Six-Week Follow-Up Activity

- maintain a complete record of persons who have successfully completed the module, using the List of Participants.

Reproducible copies of the Instructor's Time Table, Advertising Flier, List of Participants, Mailer, and Certificate of Completion are in Appendix A.

THE SESSION

Time

This module, if presented as written, is three hours in length. It may be presented in a single three-hour session, with a 15-minute break after one-and-three-quarter hours, or in three one-hour sessions.

Each module contains a five minute time allotment for opening each hour session, and a five minute time allotment for closing each hour session. If a module is being presented in one three-hour session, the instructor should eliminate the closing time allotment from hour one and the opening time allotment for both hours two and three in order to gain 15 minutes to use for the break. The 15-minute break should occur between presentation of the second and third hours of the module.

It is important to start and end each session on time. Estimates of presentation time are written in the left hand margins for specific segments or activities within each hour. However, the instructor may choose to expand on one or more of these segments or activities while shortening others.

Remember that a limited amount of information that is thoroughly presented will be more meaningful for participants than a larger quantity of information that has been inadequately understood by the participants.

Handouts/Overheads

Each training module comes complete with specially designed handouts. Since the modules complement one another, some handouts and booklets are recommended for use with more than one module. Reproducible originals of these materials are included in each of the appropriate modules. The Curricula booklet is available separately. The instructor should monitor and make decisions regarding reproduction and distribution of all handouts. The instructor also should supplement them with others that are appropriate.

When deciding which of the original handouts to reproduce as overhead transparencies, the instructor should choose only those with print large enough to be seen and easily read when projected on a screen. Many of the originals are not suited for use as overhead transparencies.

It is suggested, in a time saving effort, that all handouts be compiled into a single packet and distributed at the beginning of the first hour if the entire three-hour module is being presented, or at the beginning of each one-hour session if the module is being presented in one-hour segments. Only the handouts that will be discussed during the presentation should be reproduced and handed out. Some of the handouts present main points but are designed so that participants can use them for note taking. This should be called to the attention of the participants when appropriate.

MITCH printed materials may be reproduced and used in a manner that best meets the needs of the participants. Reproducible originals of handouts, overheads, and booklets (excluding the Curricula booklet) are in Appendix B of each module.

Videotapes

Videotapes have been chosen to supplement the material of several of the modules (Modules 1, 2, 3, 4, 6, 7, 8, and 9). All of the tapes will provide valuable information for the instructor, even if the videotape is not used during presentation of the three-hour module. Therefore, it is important for the instructor to view the tape that is associated with a specific module prior to presenting the module.

The videotapes have not been included in the designated time allotments suggested in each of the module manuals. The instructor may wish to substitute all or a part of a videotape for material written in the module, extend the three-hour time period, show the videotape at another session, or leave the videotape with the participants to watch as follow-up. See the Specific Information section of each module regarding the videotape for that module. Videotapes may not be copied without written consent of the producer. Information for obtaining videotapes is also provided in the Specific Information section.

Audiotapes

Audiotapes are recommended for the presentation of Modules 5 and 7. See the Specific Information section of each of those modules regarding the audiotapes. The audiotape presentations have been built into the designated time allotments suggested in each of the module manuals.

MITCH Theme Music

Included on the reverse side of the two audiotapes, one each for Module 5 and Module 7, is a three-minute segment of the MITCH theme music. The instructor may wish to play this as participants enter the session, as a signal to return from the break, or in any other suitable manner.

Attendance

At the opening session of each three-hour module, participants should sign the List of Participants form (see Appendix A). The instructor should use this form to verify attendance for all three hours of training and completion of the Six-Week Follow-Up Activity.

Six-Week Follow-Up Activity

Three to four weeks after presenting the training module, the instructor, or another person representing the training agency, should contact all participants to remind them to submit their final Six-Week Follow-Up Activity (see Appendix C). This may be done by phone or by mail using the prepared mailer (see Appendix A).

The instructor, or some other qualified person designated by the instructor, should evaluate the quality and content of the performance of the Six-Week Follow-Up Activity by each participant. This may be done by a visit to each participant's place of work or by having each participant mail the completed follow-up activity form to the instructor. The instructor will prepare and give a Certificate of Completion to every participant whose performance meets the instructor's criteria.

Certificate of Completion

Only those participants who attend all three hours of training and who successfully complete the Six-Week Follow-Up Activity are eligible to receive a Certificate of Completion (see Appendix A).

Record of Completion

The instructor should keep the completed List of Participants forms on file in the training agency. Information should be retrievable by the participant's name.

Specific Information for Presenting Module 1

GOALS AND OBJECTIVES

Goal for Hour 1: Participants will gain knowledge of the concept of normal intellectual growth and development.

Objective - Participants will gain an understanding of:

- basic developmental principles
- factors that influence normal intellectual development.

Goal for Hour 2: Participants will gain knowledge of normal intellectual development in children ages birth through 12 months.

Objective - Participants will gain an understanding of:

- normal intellectual development and expectations
- activities that stimulate intellectual growth and development.

Goal for Hour 3: Participants will gain knowledge of normal intellectual development in children ages 12 to 36 months.

Objective - Participants will gain an understanding of:

- normal intellectual development and expectations
- activities that stimulate intellectual growth and development.

OTHER RECOMMENDED INSTRUCTORS

Because of the nature of the content of this specific three-hour module, the training agency presenting this module may wish to contact other specialized persons within its local area who are willing to perform this duty, such as:

- psychologists (school, clinical, academic, or research).

CONTACT LIST

Persons to contact if the instructor has questions regarding this module include:

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EQUIPMENT, MATERIALS, AND SUPPLIES

Equipment

This module can be enhanced with the equipment listed below:

- VHS videocassette recorder and monitor - if videotape is to be used
- overhead projector
- projection screen or alternative
- audiocassette recorder.

Supplies

The instructor should also have the following supplies available:

- chalk
- crayons or markers
- overhead (transparency) pens
- chart paper
- extension cord
- 3 prong/2 prong adapter plug
- masking tape
- transparent tape
- thumb tacks
- extra batteries
- extra pencils for participants.

Materials Contained in This Manual

The following materials are contained in this manual:

- reproducible forms (Appendix A)
- reproducible handouts/overheads and booklets (Appendix B)
- reproducible Six-Week Follow-Up Activity forms (Appendix C).

Videotape

The videotape, Reasoning and Creativity was selected to complement this module. Use of this videotape is optional for this module. The videotape is 25 minutes in length and presents how children's reasoning differs from adult thinking, the importance of experience in developing the ability to reason, creativity, and giftedness.

This film is one in a series of 10 videos designed for parents and childcare providers produced by the North Carolina Center for Public Television and The Frank Porter Graham Child Development Center. The films were written by Thelma Harms and Debby Cryer.

A copy of this videotape may be borrowed from the Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Florida Department of Education, 622 Florida Education Center, Tallahassee, FL 32399-0400; phone (904) 488-1879, Suncom 278-1879, or from any local FDLRS Associate Center. A copy may be purchased from DC/TATS MEDIA, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill, CB 8040, 300 NCNB Plaza, Chapel Hill, NC 27599-8040; phone (919) 962-7358.

only through Delmar Publishers, Inc., 2 Computer Drive West,
Box 15015 Albany, NY 12212-5015, telephone 1 (800) 347-7707

Materials Not Contained in This Manual

In order to present this specific three-hour module, the following materials, which are not included in the packet, need to be obtained by the instructor:

- name tags in 3 colors, e.g., red, green, yellow (Hour 1)
- tape or pins to secure name tags (Hour 1)
- picture of red apple - see next page (Hour 2)
- whole apples - large, small, green, red (Hour 2)
- small knife (Hour 2)
- apple juice and cups (Hour 2)
- apple sauce and spoons (Hour 2)
- assortment of toys appropriate for children birth to 12 months of age: rattles, busybox, pop-up toys, soft balls, blocks, mirrors, mobiles, etc. If commercial materials are not available, many household and throwaway items can be substituted (Hour 2)
- assortment of toys appropriate for children 12-36 months of age: shape boards, boxes, puzzles, large markers, crayons, paper, paint brushes, blocks, beads, dolls, books and rhymes, clay, scissors and matching objects (Hour 3).



APPLE

Module	Hour	Activity
1	2	1a

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

*MITCH: Model of Interdisciplinary Training for Children with Handicaps



Module 1
INTELLECTUAL DEVELOPMENT:
What You Can Do to Help

Hour 1

Goal: PARTICIPANTS WILL GAIN KNOWLEDGE OF THE
CONCEPT OF NORMAL INTELLECTUAL GROWTH
AND DEVELOPMENT .

Objectives - *Participants will gain an understanding of:*

- basic developmental principles
- factors that influence normal intellectual development.

5 minutes

GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS

Greet participants. Have each person pin or tape on a colored name tag.

SESSION BEGINS

Say: In our 3-hour module we are going to talk about the normal growth and development of infants and toddlers from birth to age three. We will stress or emphasize the development of a child's ability to learn and think. We call this the child's intellectual, or cognitive ability. Those are just fancy words for "thinking" or "learning". In other words, we are going to discuss how infants and toddlers learn.

In our first hour:

- we will discuss basic principles of development
- we will also identify factors, or things, that influence or affect normal development - especially normal intellectual development.

In our second hour we will talk about normal intellectual development in infants, ages birth to 12 months, and how we, as caregivers, can have a positive influence on that development.

Our third hour will be very much like the second one, except that we will talk about toddlers, ages 12 to 36 months, instead of infants.

Ask: Are there any questions?

10 minutes

ACTIVITY: Introductions

Divide group into pairs. Give them two minutes to talk to each other and find out all they can about each other. Then, ask each person to introduce his partner telling what they have learned about each other. Instructor summarizes.

Say: We are all very different - have different hobbies, etc. but we are all alike in that we work with young children and want to learn more about

working with children with problems. Children are all different too, but overall they are more alike than different. The same is true for children with special needs. They are children first - more like other children than they are different from them. It is very important for us to remember that.

10 minutes

LECTURE/DISCUSSION: Normal Development

Ask: What is human development?

Discuss answers given.

Ask: What is child development?

Discuss answers given and summarize :

Say: All through life we are in a state of growth and change. Human development concerns the entire life span. Child development focuses on the childhood years.

Ask: Are there any questions?

Say: When you belong to a profession or a field of study, there is a certain vocabulary that is important to know in order to talk in the language of that field. This handout provides you with some basic definitions we will refer to from time to time.

**Handout/
Overhead
1-1-1**

Instructor refers to **Handout/Overhead 1-1-1**.

In order to understand normal growth and development we need to have knowledge of the main areas of development.

**Handout/
Overhead
1-1-2**

Instructor refers to **Handout/Overhead 1-1-2** and identifies the four areas of development that are displayed on the **Handout/Overhead 1-1-2** using definitions and terms from **Handout/Overhead 1-1-1**.

Say: Sometimes people identify language as a separate area of development. Others separate fine motor and gross motor into different areas so that we may have as many as six major areas of development. How the areas of development are

**Handout/
Overhead
1-1-3**

divided is not as important as remembering that all areas are involved as a child develops.

Instructor should discuss the areas of development using the information on the **Handout/Overhead 1-1-1, 1-1-2, and 1-1-3**. Choose the Handout/Overhead(s) that will be most meaningful to the specific audience.

Say: Keep this (these) and read through it (them) by yourselves, or with your co-workers, in the next week. Talk about the different areas. Ask each other questions about them so that all areas of development become very familiar to you.

5 minutes

LECTURE/DISCUSSION: Principles of Development

Say: Now that we all realize that development includes many different areas, let's talk about the basic principles of development.

First, can anyone give me another word for development? We have been using it a lot already today.

Instructor accepts responses and summarizes:

Say: Yes, development means growth. As we talk about growth and development, you may want to write some notes to yourself on your outline.

**Handout/
Overhead
1-1-4**

Instructor discusses basic principles of development as outlined on **Handout/Overhead 1-1-4** (see below). Solicit examples from the group to illustrate principles discussed on handout.

Say: Principles of normal development include:

- Normal development is not random. Growth or development follows a well defined sequence and path of progression. In working with young children it is important to have an understanding of the basic principles related to human growth and development.

- Development is similar for all infants/children. The infant's head becomes functional or usable before the hands. The child uses the mouth, eyes, and ears before the child learns to control the feet or hands.
- Also, development moves from inward to outward. For example, the baby has arm control before the baby has finger control.
- Development proceeds from general to specific responses. The baby waves arms freely before being capable of reaching for a specific object. The infant must figure out first that a specific object is reachable, and then figure out how to reach it.
- Development is continuous. Although the child seems to grow by "spurts," the growth cycle is progressive. It follows a smooth flowing pattern. For example, the child's ability to talk does not develop overnight; speech development moves gradually from "gurgles and coos" to words and sentences.
- Development matures at different rates. Some areas of physical and mental development reach maturity or become "full grown" earlier than others. Because of this, the child's development is not usually uniform or at the same level in different areas even though the child continues to grow. For example, by the time children reach five years of age, they have acquired most of their motor skills. As they grow older, they may get stronger and they will be able to do more sophisticated movements by putting motor movement patterns together. For example, think of a ball carrier in a football game who not only runs fast but zigs and zags while running. That develops with practice. The five year old

usually has the underlying, physical movement and "equipment" to refine these skills.

Instructor: mention skills like pincer grasp, stooping, hopping, skipping.

Say: On the other hand, intellectual development continues up to age 15 or beyond. Most researchers believe that children don't gain all of their cognitive or thinking skills until they are in adolescence. This means that little children simply cannot think about some things the way older children or adults think about those things. That is a very important fact for you to know and we will talk more about it later.

Development is interrelated. Physical, intellectual, language, social and emotional development are interrelated. The child whose physical development is appropriate for the child's age level would normally reflect similar developmental levels in other areas. A breakdown in one area of development often has negative influences on other areas. For example, when language does not develop as it should, it may slow down intellectual development or it could affect social and emotional development.

10 minutes

ACTIVITY: Prenatal, Perinatal, and Postnatal Influences

Say: We have talked about how development occurs in a normal way but this does not always happen. There are some factors that affect development that we have control over. There are other factors that we cannot control.

For example, you know that some abnormal conditions can be inherited. That means there may be a change in a gene structure which results in a genetic abnormality or deformity. A trait may be passed on to a child as a result of the way the mother's and father's genes combined. Problems can also arise during pregnancy, at birth or during the early years of life that cause growth and

development to be abnormal. Sometimes this results in creating handicapping conditions. A child who shows some delays, also has special needs that we, as caregivers, can try to meet.

Instructor divides participants into groups according to color of name tag received when they signed in. Give out pencil and paper.

Say: We have divided into groups according to the color we are wearing. Each group is assigned the following tasks:

- identify a recorder
- identify a reporter
- list factors that influence growth and development as assigned.

The red group will discuss events and substances that can affect a child before birth. The green group will discuss events and substances that can affect a child during the birth process. And, the yellow group will discuss factors that can affect a child after birth.

Instructor allows groups to record their responses. After 4-5 minutes, call group together for class reports.

Write answers given by groups on flip chart or chalk board under headings listed below. List any factors that the groups did not mention. Either as the items are mentioned, or after they all are listed, instructor may discuss HOW these factors adversely affect development. (See below.)

Red Group - Before Birth
(Prenatal)
drugs
nutrition
smoking
alcohol
accidents
genetics (e.g., Down Syndrome)
medical care
age
AIDS, Herpes, Syphilis

Green Group - During Birth
(Perinatal)
medical care
oxygen cut off
health of mother
size/weight of baby
length of pregnancy
position of baby during delivery
type of delivery

Yellow Group - After Birth (Postnatal)

accidents
abuse/neglect
education
health habits
exercise
love/care
stimulation

Say: There are factors caused by genetics and heredity we often cannot change, while there are environmental factors that we have more control over in preventing abnormal growth and development.

10 minutes

LECTURE/DISCUSSION: Negative Influence on Intellectual Development

Say: Let's look at our charts again. Let's discuss how each of these things can specifically affect the intellectual development of a child. We know that intelligence and thinking have to do with the brain. So, how do some of these things affect the brain in such a way as to have poor effect on its development?

Instructor leads discussion to include:

- Poor health and/or poor nutrition of mother during pregnancy do not supply the necessary conditions to foster or encourage good growth of brain cells. These factors can also cause placenta insufficiency which can result in low birth weight babies, premature labor or post mature labor.
- Poor health and/or nutrition of infant interfere with good brain development. This is generally closely related to previously mentioned factors.
- Chemicals or toxins (drugs, alcohol) interfere with brain cell growth and development by interrupting the flow of oxygen and nutrients to the brain. They also can interrupt the supply of blood to the fetus which can result in gangrene, malformation and/or a stroke in the baby.

- Cut off of oxygen supply (umbilical cord around neck, other birth accidents, near-drowning or any lack of blood flow to the brain). This can cause damage to the brain resulting in neurological problems and/or retardation.
- Lack of stimulation and experience. The connections between brain cells develop and multiply through use. If a child does not have new, stimulating activities and experiences, these connections will not develop and the brain does not develop to its full potential.

Say: We can see that there are lots of ways a child's thinking or intellectual skills can be negatively influenced. During the next two hours of this module we will talk about some of the ways that we, as caregivers, can have a positive effect on a child's intellectual development.

Ask: Can you think of some things that society as a whole is doing or can do to help prevent abnormal development in young children?

Discuss answers and include:

- better pre-natal care available to all
- providing information about the importance of medical care
- medical advances
- crusades against smoking, drinking alcohol, and drugs
- research into areas like genetics, leading to counseling of families at risk
- education regarding importance of love, good health habits, exercise, etc.
- requirements for safety, e.g., speed limits, fences around pools, child restraints in cars.

5 minutes

Summary

Say: We have covered a lot of ground so far. Are there any questions?

Then, instructor summarizes this hour by reviewing the following information:

- definition of human development (development means growth)
- four main areas of development (**Handout/Overhead 1-1-2 and 1-1-3**)
- principles of development (**Handout/Overhead 1-1-4**)
- factors influencing normal intellectual development (charts).

5 minutes
(omit if 3-hour presentation)

END OF HOUR 1: Closing

Module 1
INTELLECTUAL DEVELOPMENT:
What You Can Do to Help

Hour 2

**Goal: PARTICIPANTS WILL GAIN KNOWLEDGE OF
NORMAL INTELLECTUAL DEVELOPMENT IN
CHILDREN AGES BIRTH THROUGH 12 MONTHS.**

Objectives - *Participants will gain an understanding of:*

- normal intellectual development and expectations
- activities that stimulate intellectual growth and development.

5 minutes
(omit if 3-hour presentation)

GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS

SESSION BEGINS

Say: This is the second hour of the 3-hour module. This session will focus on intellectual development of the birth to 12 month old child. We will talk about how infants learn.

7 minutes

ACTIVITY: Apple Warm Up

Say: We are going to learn about a new word or object using two different ways to learn. One of the ways we can introduce new information is like this:

Activity 1-2-1a

Activity I

Instructor holds up a picture of an apple telling them this is an apple. Instructor refers to **Activity 1-2-1a**.

Say: We eat apples. They taste good. There are red and there are green apples. Some are big and some are little. We can make apple sauce, apple juice and apple pies from apples.

Instructor passes picture around for participants to look at.

Say: Say the word apple.

Activity II

Say: Now we will present information in a different manner.

Instructor passes around whole apples (red, green, large and small ones). Ask participants to feel the size, how smooth they are, how hard they are. Pass out apple slices, apple juice, and apple sauce letting participants taste them. Talk about how each tastes and smells.

Ask: Which activity do you feel is best to use in helping young children learn new words or names of objects?

Instructor leads discussion of group responses summarizing the following points.

We know:

- Young children learn best through using the five senses. We tasted, touched, saw, and smelled apples and heard the apple crunch. We saw and tasted different ways apples can be prepared.
- Young children learn best through actively participating in the learning process by manipulating objects. We held the apple, felt differences in smoothness, hardness, bigness, smallness, and saw red and green in real objects.
- Young children learn best through concrete experiences. Before young children can retain the mental image of what a word is and say it, they need to see the real object and hear the word paired with it many times. We heard the word apple many times and saw it in different forms. This helps to generalize learning (that is, an apple can be big, little, red, green, etc., but it's still an apple).

Say: Please keep this example in mind as you work with the young children in your care. Infancy to age three is the prime time for young children to learn new words and ideas. You can make these experiences more meaningful to them as they learn.

8 minutes

LECTURE/DISCUSSION: Introduction

Say: As you remember from our last session, all areas of development in young children are connected. Development in one area affects development in other areas - sometimes in a positive way - sometimes in a negative way. For example, remember we mentioned that when a child has a problem with motor development, this may interfere with the child's intellectual, social, or emotional development. The younger the child, the more connected or interrelated these areas are. In this session we will be concentrating mainly on intellectual development, or how young children think and learn. But, we

will be looking at other areas of development also.

Ask: When we look at infants and toddlers, how are we able to tell if they are learning things like they should for their age?

Discuss answers given. Summarize including:

- level of language development
- ability to sit up, walk, run, etc as compared to peers
- response when unhappy, separated from parent, etc.

Say: As we start to look at intellectual development in infants and toddlers, we will be looking at how they express it through other areas of development such as language, motor movement and social interaction.

The first year of life is considered by many to be the most important year in a person's intellectual, physical and emotional development. So, as adults who are responsible for the care and nurturing of infants and toddlers, we have a tremendous job. Babies are not little blobs that do nothing. Think of it. The first year of life may be the most important time in a person's intellectual, physical and social development. We must use our time with infants very wisely!

During the first three years we see infants grow from being helpless creatures dependent upon adults into young children who are mobile, can communicate with others, can influence others and can sometimes completely control the world around them.

It is sometimes thought that all infants are the same, "a baby is a baby." However, we know that this is not true. Some infants:

- are more active
- are more irritable
- are more easy-going

- eat or suck more
- sleep more
- are more aware of surroundings
- look different.

But infants are alike in that they all have the same basic needs.

Ask: What are some of these basic needs?

Instructor lists participant responses on flip chart or chalk board. Summarize including the following points.

All babies need to:

- be held and talked to
- be cuddled, hugged and loved
- be played with
- be visually stimulated
- have basic needs met
- be given physical comfort
- be nurtured in safe, loving environment
- be given security or a stable, consistent adult with whom trust and identity can be established.

Say: Another need each and every day for each and every infant and toddler is individual time alone with an adult. Be sure to include it. It may not happen on a regular basis, if you do not plan for it. What are some activities you normally do each day where you can plan to have some one-to-one time with a child?

Instructor leads discussion which may include:

- feeding
- when child is going off to nap
- working on a "special" project, or with a favorite activity or toy
- diapering

- story book looking/reading
- swinging or sliding.

Say: Yes, there are many times each day you can have one-to-one time. It is a good idea to write down the names of all of the children in your group. Make a check beside each name when you have been alone with the child. Make sure you have spent time with each one. Remember, an infant's attention span is short, so these one-to-one times can be short, too. Tune into the infant and take advantage of times the infant is awake and looking for interaction. At birth we know that the newborn already:

- can see, hear, smell, taste, feel
- has automatic behavior patterns called reflexes, such as the sucking reflex and startle reflex that help the baby nourish and protect itself
- prefers the human face to other pictures/objects
- is eager and ready to interact with you.

15 minutes

**Handout/
Overhead
1-2-1**

LECTURE/DISCUSSION: Expected Development

Distribute **Handout/Overhead 1-2-1**, or instructor may wish to eliminate this Handout, which is designed for note taking, and use only **Handout 1-2-2**, see below.

Say: This handout will give you information on what is expected of young children from 0-12 months. It also tells what we can do as adults to help them. We will talk about why we do those things. You may want to take notes on your handout.

Remember, there is a wide range of individual abilities in the development of young children. Not all children will do all things at exactly the same time.

Instructor leads discussion on each age range and elaborates on information in **Handout/Overheads 1-2-1** and/or **1-2-2**.

**Handout/
Overhead
1-2-2**

0-3 months
3-6 months

6-9 months
9-12 months

**Handout/
Overhead
1-2-3**

After discussion, instructor distributes **Handout/Overhead 1-2-3**.

Say: Many materials for working with young children can be made. Often you can use household or throw-away items (boxes, plastic bottles, containers, etc.) to make learning materials.

Instructor refers to and discusses **Handout/Overhead 1-2-3**. Remind participants to be aware of such things as:

- size (Toys must not be, or have parts, small enough to swallow.)
- safety (Avoid toys with sharp edges or those which are easily breakable.)
- cleanliness (Wash with warm water and soap, or place alcohol or chlorine bleach and water in a spray bottle and mist toys with this solution. Use one part chlorine bleach to nine parts water.)

Say: There are many books available to show you how to make such items. Your Florida Diagnostic and Learning Resources System (FDLRS) center is one resource for such information. You have a list of FDLRS Centers. Look at it for the one that serves your county.

**Handout/
Overhead
1-2-4**

Instructor refers to **Handout/Overhead 1-2-4** and identifies the local FDLRS information including address and phone number.

15 minutes

ACTIVITY: Toys

Prior to class instructor puts three or four toys, each appropriate for infants of varying levels, in each of several bags.

Divide class into groups of 4 by counting off (number of groups will depend on number of participants).

**Handout/
Overhead
1-2-1 &
1-2-2**

Say: I'm going to give each group a bag of toys and objects. Each group is assigned the following tasks. You may want to refer to Handouts 1-2-1 and 1-2-2 to assist you with this activity.

Instructor may write the following on chalkboard or flipchart.

- Discuss for what age each toy or object is appropriate and why.
- Discuss an activity you would do with a child using the toy or object.
- Choose one of the toys or objects to report on to our large group.
- Describe the activity you would do with the child using the toy.

Instructor circulates to groups and assists as needed. Instructor will of course be prepared with knowledge to supply the above information for each of the toys selected. Use handouts and any other sources as guides, if necessary. Point out that some toys may have multiple uses and/or that the same toy may be used differently by different children.

Group Reports

After approximately 10 minutes, allow groups to report. Add to discussion about each toy or object as appropriate and needed to emphasize points covered on Handout/Overhead 1-2-1 and 1-2-2.

5 minutes

Summary

Say: We have covered a very important time of development in young children in this session - Birth to 12 months of age.

Instructor summarizes this hour by reviewing the following information:

- We can tell that infants and toddlers are learning by looking at their language development, motor skills and social-emotional development.
- How we care for a young child and stimulate the child's development during infancy and toddlerhood can make a difference in the rest of the child's life.
- Babies are born with many individual differences but all have basic needs such as the presence of a nurturing adult, food, stimulation, and love.
- The newborn goes from reflexive behavior at birth to grasping objects, tracking with eyes, and looking at faces by 3 months.
- Controlled hand behavior, response to simple action games, and putting objects in the mouth are evident by 6 months.

- By 9 months imitation of simple behaviors is present. Young children begin to realize they can make an impact upon the world through motor actions.
- The one year old is quite different from the helpless newborn that started out a year earlier. The one year old can look for objects out of sight, shows interest in pictures, enjoys rhythm, and is beginning to use language.

Remember, development proceeds in an orderly manner but the RATE at which each child develops is unique or exclusive to that child.

Ask: Are there any questions?

Ask participants to read over the information on the 12-36 month old before next session (If 3 sessions are not scheduled back to back) and try to complete the "why" section.

Instructor refers to **Handout/Overhead 1-3-1**.

**Handout/
Overhead
1-3-1**

5 minutes

END OF HOUR 2: Closing

Module 1
INTELLECTUAL DEVELOPMENT:
What You Can Do to Help

Hour 3

**Goal: PARTICIPANTS WILL GAIN KNOWLEDGE OF
NORMAL INTELLECTUAL DEVELOPMENT IN
CHILDREN 12 TO 36 MONTHS.**

Objectives - *Participants will gain an understanding of:*

- normal intellectual development and expectations
- activities that stimulate intellectual growth and development.

5 minutes
(omit if 3-hour presentation)

GREETING, SIGN IN, AND DISTRIBUTION OF HANDOUTS

SESSION BEGINS

Say: This is the third hour of the 3-hour module. This session will focus on intellectual development of the 12 to 36 month old.

5 minutes

LECTURE/DISCUSSION: Introduction

Say: Up to this point we have talked about how children grow and develop; things that influence this growth and development, and how we as caregivers can have a positive effect on how young children think and learn. At our last session we talked about what is normal intellectual development from birth to 12 months old and some activities and materials we can use to stimulate children of this age.

Instructor may lead short summary discussion that appeared at the end of the last hour, either as a review or in place of doing it that time. Instructor should point out that some children (e.g., those with special needs) may be chronologically older than birth to 12 months but they may actually be functioning developmentally at a lower level.

Say: Are there any questions about anything we have talked about so far?

As we start to think about the 12 to 36 month old child, we see a very different child from the one we talked about during our last hour. Toddlers are seeking their independence from parents and are often very assertive. They typically want their own way. "No, no" and "I do it" become the language of the toddler. They become aware of being a person separate from their parents. However, separation from parents often presents anxiety and distress. During this time walking and talking are refined and mastery over bodily functions such as potty training is usually accomplished.

**Handout/
Overhead
1-3-1**

Say: As we discussed at the last session, there is a wide range of individual differences in how young children grow and develop. The handout you received in the last session tells you what is generally expected of each age range. Let's look at that now.

Instructor refers to and discusses **Handout/Overhead 1-3-1**.

Note: **Handout/Overhead 1-3-2** completes the "why" section of **Handout/Overhead 1-3-1**. Instructor may want to hand this out after this discussion, or use it in place of **Handout/Overhead 1-3-1**. Stress that these are activities that stimulate a child's intellectual development. They may help a child perform better on academic activities when the child gets older.

15 minutes

ACTIVITY: Activities for age groups 12 to 36 months

Say: We are going to divide into three groups according to your area of interest. The groups will talk about children ages:

- 12 to 18 months
- 18 to 24 months
- 24 to 36 months.

(If groups are too unequal, ask some participants to serve on another age group)

Say: There will be two assignments per age group as follows:

Instructor places a variety of toys/objects for all three age ranges on a large table or on two or three smaller ones. The toys are not to be separated out by age ranges. The following assignments are given to each group:

Group 1: 12 to 18 months
Group 2: 18 to 24 months
Group 3: 24 to 36 months.

Say: Assignment 1: Using chart paper and markers, list 6 behaviors that will best describe children in this age range. These can be from

handouts or your own personal experience and knowledge.

Say: Assignment 2: Choose 4 toys or objects from the table that you can use to help children of this age learn. Discuss and be prepared to describe the activity to the large group. Why did you choose these objects and activities?

15 minutes

Group Reports

Ask Group 1 to tape up chart paper on wall visible to all. Share characteristics that best describe the 12 to 18 month age range and show the toys chosen for that age range. Ask them to tell why the objects were chosen and to demonstrate and describe their use in an activity.

Repeat same activity for 18-24 and 24-36 months.

Summarize each age range. Use the following as a guide:

CHARACTERISTIC BEHAVIORS

12 to 18 months

temper tantrums
crying
pushes things away
touches and explores at close range
likes to "run away"
likes to be independent
begins to talk
one to one matching
physically active
more talking - 200 words by age 2 years

18 to 24 months

feeds self
repeats what is said
curious
cries
playful
2 to 3 minute attention span
self-play (egocentric)
runs to explore

24 to 36 months

don't share
self-centered
tattle-tale
independent
temper tantrums
stubborn
imitates motor movements

47

bowel control
points to and identifies objects and pictures that are named
parallel play
displays honesty

INTERACTION WITH TOYS

12 to 18 months

pushes and pulls toys
bangs toys to make sound
likes toys that respond to
touch: squeak, roll
likes "busy boxes"
likes mirrors
imitates saying words and names
puts objects into boxes, cups, etc.

18 to 24 months

stacks 2 to 4 small blocks
turns 2 or 3 pages of a book at a time
looks at pictures
marks with markers and crayons
stacks rings on a peg but not in
graduated order
bangs toys to hear sound
imitates crayon strokes
dumps items from box or container

24 to 36 months

imitates household tasks (e.g., sweeps with broom, irons)
names pictures in book
names objects
snips with scissors
engages in pretend play
imitates drawing simple letters and shapes
can do four to six piece puzzles
rolls playdough or clay

**Handout/
Overhead
1-3-2**

Say: I hope that you all have many things written in the "why" column on Handout/Overhead 1-3-1. I also have some for you.

Instructor refers to **Handout/Overhead 1-3-2.**

10 minutes

LECTURE/DISCUSSION: Planning for Toddlers

Say: When young children become mobile and are interested in interacting with their environment, we need to be concerned about the amount of space we are providing to stimulate development. We also need to think about the

**Handout/
Overhead
1-3-3**

appropriate materials. You may wish to take notes on the handout.

Instructor refers to **Handout/Overhead 1-3-3** and leads discussion to include:

- Toddlers are active. They need lots of room to walk, run, climb, push, pull, crawl, and do the same things over and over.
- Toddlers are curious. They like to explore their environment. We can provide a variety of textures for them to work with that will appeal to their desire to reach out and explore.

Ask: Who can name some?

Expected responses to include:

- | | |
|-----------------|-------------|
| • sand | • clay |
| • water | • paint |
| • whipped cream | • pudding |
| • velvet | • carpeting |
| • rice | • beans |
| • fish tank | • gravel. |

Say: Yes, also a variety of books and pictures need to be available to help them recognize and name people, objects, and animals.

- Toddlers like to explore and manipulate things. Therefore, they need things which allow them to do simple problem-solving, such as big blocks to balance, stack, and knock down. Simple puzzles, beads, sorting boxes, and gadget boards are good. These also help to develop eye-hand coordination.
- Toddlers like to imitate and pretend. So, provide them with dress up clothes, dishes, pots, pans, brooms, dolls, trucks, trains, and cars.
- Toddlers like to play near others but not always with others. They are self-centered, therefore, they do not share easily, play together easily nor are all of them ready for any organized play. They may need some additional support with this. Be ready to assist small groups of toddlers who begin to play together.
- Toddlers need individual attention, individual toys, and individual directions. Success comes with individual and small group activities.

- Toddlers have short attention spans. They need a balance of active and quiet activities that are very short and can be completed quickly. Toys and materials that have many uses with few directions to follow and few frustrating parts work best.

5 minutes

Summary

Say: We have covered a lot of ground during our 3-hour module. A lot of changes have taken place in the young child. At age three the toddler is now talking, walking, running, and quickly becoming a social individual wanting to be around other children the same age.

Instructor may ask people to tell one thing that they learned about toddlers.

Instructor may use summary from end of Hour 1.

Instructor may discuss Special Equipment Handout (**Handout/Overhead 1-3-4**).

**Handout/
Overhead
1-3-4**

Say: I hope you will remember that you can make a great difference in stimulating the development of the children in your care, especially high risk or handicapped children who need that extra help to learn.

Ask: Are there any questions or comments?

After reviewing for content, instructor may discuss or simply hand out *Welcome to the World* (**Handout/Overhead 1-3-5**).

Note: This handout is also recommended for use with other MITCH Modules. Participants may have already recieved a copy of it.

Instructor may choose to discuss the handout in-depth with the participants in place of other material in the module, or at a follow-up session.

**Handout/
Overhead
1-3-5**

5 minutes

Explanation of Six-Week Follow-Up Activity

Give participants the phone number at which you can be reached should there be any questions regarding the follow-up activity.

END OF HOUR 3: Closing

Resource List

Rodgers, C. S., & Sawyers, J. K. (1988). Play in the lives of children. Washington, DC: National Association for the Education of Young Children.

* See Resources section of MITCH Project product entitled: Curricula for Use with high risk and handicapped infants and toddlers.

References

- Bredekamp, S. (1987). Developmentally appropriate practice in early childhood programs serving children birth through age 8 (Expanded Edition). Washington, DC: National Association for the Education of Young Children.
- Papalia, D.E., & Wendkosolds, S. (1981). Human development (2nd ed.). NY: McGraw, Hill, Inc.
- Robertson, A., & Overstad, B. (1985). Infant-toddler growth and development. A guide for training child care workers. Saint Paul, MN: Toys 'n Things.
- State of Florida Department of Health and Rehabilitative Services. HRS 20 hour child care training module.

Appendix A

Reproducible Forms for Three-Hour Module

Form

- Instructor's Time Table and Notes (2 pages)
- Advertising Flier
- List of Participants
- Follow-Up Mailer (2 pages)

Copies to make

- 1 per instructor
- As needed
- Varies - usually 6 to 8
- One per participant

Note: Reproduce mailer as one two-sided page by photocopying the second page on the reverse side of the first. This mailer may be reproduced on agency letterhead.

- Certificate of Completion (1 page)
- 1 per participant

Instructor's Time Table and Notes

MITCH Module Title: _____

Training Location _____

Date _____

Instructor _____

Preparation

Date	Task	Completed
_____	Review module	_____
_____	Preview videotape* and audiotape	_____
_____	Arrange for guest speaker*	_____
_____	Set date	_____
_____	Arrange for room	_____
_____	Arrange for A-V equipment*	_____
_____	Advertise	_____
_____	Photocopy all handouts	_____
_____	Prepare any overheads	_____
_____	Collect additional materials	_____

Notes for Training

Hour 1:

Hour 2:

* if applicable

Trainer's Time Table and Notes, continued
Hour 3:

**Six-Week
Follow-Up Activity**

Date	Task	Completed
	Copy letters	
	Send letters	
	Collect activity	
	Review activity	
	Copy certificate	
	Prepare certificate	
	Deliver certificate	
	Record trainees who have completed module	
	Maintain List of Participants on file	

Notes:

Coming . . . MITCH Module 1

INTELLECTUAL
DEVELOPMENT:

What You Can
Do To Help

TRAINING
FOR
CAREGIVERS
OF
INFANTS
AND
TODDLERS



Date Time

Location

Training Agency

For information and/or registration, call

.....

.....

LIST OF PARTICIPANTS

MITCH module title _____

Training date _____

Training location _____

Instructor _____

[illegible]

Please PRINT your name, social security number, home mailing address, phone and place of work.

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

Full Name _____ Social Security _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ Place of Work _____

Work Address _____ Zip _____

*** Follow-Up Activity completed**

Dear

This is to remind you that the Six-Week Follow-Up Activity for MITCH Training Module # _____

Title: _____

is due ____/____/____.

Please submit your Follow-Up Activity to:

If you have any questions, please call:

_____ telephone _____.

Sincerely,

Fold #2

From: MITCH Module Training

To:

Fold #1

Certificate of Completion

MITCH

Model of Interdisciplinary Training for Children with Handicaps



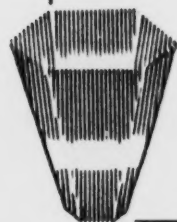
has completed all requirements for MITCH Module 1, entitled:

***INTELLECTUAL DEVELOPMENT:
WHAT YOU CAN DO TO HELP***

Instructor

Training Agency

Date



60

Appendix B

Reproducible Copies of Handouts/Overheads/Booklets

Note:

Each handout is numbered in a three-digit code such as: Handout 3-1-4. The first digit (3 in example) refers to the module number. The second digit (1 in example) refers to the hour of the Module, while the last number (4 in example) refers to the number of the handout itself. Consequently, the example number above denotes the fourth handout to be used during the first hour of Module 3.

Definition of Terms

1. **Age-Appropriate Activities:** activities suitable to the child's age and developmental level.
2. **Behavior:** the way a person acts.
3. **Behavior Modification:** techniques for changing the way in which a person acts.
4. **Characteristics:** special traits or features that identify one from others.
5. **Concept:** an idea or an understanding.
6. **Development:** progression from earlier to later stages of individual maturation or growth.
7. **Discipline:** a positive learning experience. It is a method of teaching children acceptable behavior and/or self control.
8. **Emotional Development:** gradual orderly growth of a child's feelings and personality; closely connected to social development.
9. **Environment:** social and cultural conditions that affect growth and development.
10. **Genetic:** inherited.
11. **Growth:** progressive development.
12. **Guidance:** way in which adults help children learn to control their actions and make decisions.
13. **Heredity:** the passing on of physical/mental characteristics from parents to their children.
14. **Intellectual (Cognitive) Development:** gradual orderly growth of a child's knowledge and logical thought; closely connected to language.
15. **Language Development:** gradual orderly growth of the ability to communicate; closely connected to intellectual development.
16. **Motor Development:**

Fine Motor Skills involve actions that use the small muscles of the body such as those of the hands/fingers.

Gross Motor Skills involve actions that use muscles of the body such as those of the arms and legs.
17. **Physical Development:** growth and stature of the body.
18. **Play:** an important way in which children learn.

Module	Hour	Handout
1	1	1

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Definition of Terms (con't.)

- 19. **Punishment:** to subject someone to a penalty for misbehavior.
- 20. **Reflexes:** an automatic, involuntary and often inborn response to a stimulus.
- 21. **Self Concept:** how an individual feels about him or herself.
- 22. **Self-Help Development:** gradual orderly growth of basic living skills; feeding/toileting/dressing.
- 23. **Sensory Development:** development of the senses (taste, touch, smell, hearing, vision).
- 24. **Social Development:** gradual orderly growth of a child's sense of self and attachments to other people; closely connected to emotional development.

Module	Hour	Handout
1	1	1 (con't.)

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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

THE TOTAL CHILD

**Intellectual (Cognitive)
Development
Involves Language**

**Self-Help
Development**

**Social and Emotional
Development**

**Motor Development
(Gross/Fine)**



Module	Hour	Handout
1	1	2

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DEVELOPMENTAL SKILLS

Areas Typically Assessed in Preschool Children

1. Intellectual (Cognitive) Development: Intellectual or cognitive development refers to the child's ability to gather and use information, or to learn.

Learning involves the active interplay between what the child perceives (sees, hears, tastes, touches, smells) and what the child already knows (memory). This interplay is further affected by the child's language ability, emotional state, and environment.

Evaluation of learning, or cognitive development, involves looking at the mental processes that make possible such intellectual, or school-type skills, as sorting, grouping, and classifying. Traditionally, it has been less concerned with "non-intellectual" or everyday-type skills such as being able to find one's way to a friend's house, taking a bath, or painting a picture.

Evaluation is usually done by a psychologist who uses "Intelligence Tests," such as the Merrill Palmer Scale of Mental Tests, Leiter International Performance Scale, Stanford Binet Intelligence Scale: Edition IV, Kaufman Assessment Battery for Children, McCarthy Scales of Mental Abilities, and the Wechsler Preschool and Primary Scale of Intelligence.

2. Language Development: Language development refers to the child's ability to receive (understand or comprehend) and deliver (express or give out) information. In addition to speech, it involves gestures, signs, facial expression and body attitude.

Language is the major method of communication. It is the way a child tells us what the child wants us to know. It is the way a child knows what we want the child to know or do. Therefore, language is also the process by which a child gains information or knowledge. The child uses language to order and name his world. Language is used to elaborate concepts and ideas. Language is heavily tied to learning and cognitive development.

Evaluation of speech and language is usually done by a speech and language specialist, although language is also evaluated by a psychologist. Common tests are the Peabody Picture Vocabulary Test, the Expressive One Word Picture Vocabulary Test, the Preschool Language Scale, and the Sequenced Inventory of Communication Development.

3. Fine Motor Development: Fine motor development refers to the child's ability to use and coordinate small muscles for fine, precise movements, mostly involving the hands.

It is necessary for a child to have good skills in this area in order to engage in appropriate interaction with materials such as paper and pencil, blocks, puzzles, buttons, snaps, zippers, and shoe laces. Good fine motor skills helps or harms a child's ability to learn from the environment. They also affect a child's ability to perform tasks at an age appropriate level.

Module	Hour	Handout
1	1	3

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DEVELOPMENTAL SKILLS (con't.)

Fine motor skills may be evaluated by psychologists or teachers using certain sections of developmental tests such as the Learning Accomplishment Profile, Diagnostic-Revised; or the Battelle Developmental Inventory. There are also special tests to evaluate eye-hand coordination such as the Developmental Test of Visual Motor Integration. More in-depth evaluations may be done by occupational therapists.

4. Gross Motor Development: Gross motor development refers to a child's ability to coordinate and use muscles in the arms and legs.

It is necessary for a child to have good skill in this area in order to run, walk, sit and find correct position in space. Correct positioning directly affects a child's fine motor ability, and consequently directly impacts the child's degree of success with toys and materials.

Evaluation of gross motor skills can be done by psychologists or teachers using developmental tests (see above). In-depth evaluations may be done by physical therapists.

5. Social and Emotional Development: Social and emotional development refers to a child's ability to relate to and interact with other persons in the environment.

This area includes the child's feelings of self-worth, how the child approaches a problem, what the child expects from others, the level of understanding the child has of self, and the awareness the child has of the thoughts and feelings of others.

Evaluation of social and emotional development may be done by teachers, social workers, psychologists and, sometimes psychiatrists. They may use one or more checklists or scales, such as the Burk's Behavior Rating Scale or the Vineland Adaptive Behavior Scales. Sometimes social workers, psychologists or psychiatrists will look at a child's drawings or evaluate a child by using a clinical interview (talking with the child and/or watching the child play).

6. Self-Help Development: Self-help development refers to a child's ability to take care of personal needs such as feeding and dressing. These are learned behaviors that are influenced by such factors as the child's mental ability, the home environment, experience and physical abilities.

Evaluation of these skills can be done by teachers, social workers, or psychologists. They use checklists and scales (see above) and special sections of developmental tests (see above).

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Module	Hour	Handout
1	1	3 (con't.)

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PRINCIPLES OF DEVELOPMENT

Normal development is not random.

Development is similar for all infants/children.

Development proceeds from general to specific responses.

Development is continuous.

Development matures at different rates.

Development is interrelated.

Module	Hour	Handout
1	1	4

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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE BIRTH TO 12 MONTH RANGE**

When a child can . . .

We should . . .

WHY? . . .

USUALLY AT 0-3 MONTHS

Follow objects with eyes

Provide mobiles, mirrors, bright objects, and familiar adult faces

Respond to sound by turning head or other body movements

Provide musical mobiles, rattles, radios, and familiar adult voices

Express demands with cries

Respond to cries and attend to basic needs. No danger of "spoiling baby"

Look to face when spoken to

Talk to in soothing voice tones placing adult face 10-18 inches from baby's face

Grasp objects when put in hand

Provide small handled rattles, hanging mobiles, and "adult touches"

Look rapidly between two objects in sight

Provide mobiles, bright objects, mirrors, and adult faces to stimulate

USUALLY AT 3-6 MONTHS

Look at own hand/finger move; objects held in own hand

Provide opportunity for free body movement; assist in self-discovery by placing baby's hand, foot in visual range through games, etc. Also place rattles, toys in baby's hands

Pick up objects using a two-hand approach to grasp toys; put objects to mouth

Provide handled rattles and other safe objects for small grasp; encourage mouth motions and awareness of hands, fingers, arms, feet, and toes

Module	Hour	Handout
1	2	1

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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

WHO ARE FUNCTIONING FOR CAREGIVERS OF INFANTS DEVELOPMENTALLY IN THE BIRTH TO 12 MONTH RANGE

When a child can . . .

We should . . .

WHY? . . .

Repeat hand or leg movements to keep toy moving

Provide hanging toys, swinging mobiles, and crib gyms

Turn head toward sound of voice and follows speaker

Talk to baby, varying sound/tone and distance/location of voice

Bang toys in play

Provide pots/pans, wooden spoons, rattles, blocks, and other toys. Stimulate child by adult modeling banging in play

Show response to simple action games through simple movement responses

Play patty-cake, peek-a-boo, bye-bye, and other simple action games

USUALLY AT 6-9 MONTHS

Transfer objects from hand to hand

Provide small blocks, rattles, toys, etc. for grasping and releasing. Hand child a second toy when he already has one in hand

Look for and pick up toys dropped/partially hidden

Play game dropping/hiding toy. Play peek-a-boo. Provide small grasp toys, blocks, balls, and other put-together and take apart toys

Reach for toys with one hand

Provide small toys, blocks, and objects suitable for grasping

Imitate simple actions and sounds

Play simple games pairing words with action such as bye-bye, patty-cake, dog-ruff, ruff

Recognize name when called

Play simple games, calling child's name. Sing "Where is Tommy? Where is Tommy? Here he is, here he is! Tommy, Tommy, Tommy"

Module	Hour	Handout
1	2	1 (con't.)

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**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE BIRTH TO 12 MONTH RANGE**

When a child can . . .

Show interest in effects of motor actions

USUALLY AT 9-12 MONTHS

Look for objects out of sight

Put things in and out of containers

Show interest in pictures

Enjoy rhythm

Grasp small objects with thumb and one finger

Take lids off, put in large pegs and remove stacking disks

We should . . .

Provide toys that children can act upon, such as pop-up, pull string, busy boxes, etc. with space for exploration and use of toys

Provide pop-up toys, busy boxes, blankets, and boxes for hiding toys

Provide filling and dumping toys, such as blocks in a bucket, sorting toys, cups, blocks, and pails.

Provide large, colorful pictures and books of familiar animals, toys, people; talk about pictures providing names

Provide musical toys, records. Model simple imitation of body movements to music, clapping hands and singing songs, sounds

Provide small objects, such as raisins, cereal for child to pick up

Provide stacking toys, jar with lids, pegboard, pegs

WHY? . . .

Remember: There is a wide range of individual abilities in the development of young children.

NOT ALL CHILDREN WILL DO ALL THINGS AT EXACTLY THE SAME TIME

Module	Hour	Handout
1	2	1 (con't.)

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WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE BIRTH TO 12 MONTH RANGE

When a child can . . . **FOR CAREGIVERS OF INFANTS** **WHY? . . .**
 We should . . .

USUALLY AT 0-3 MONTHS

Follow objects with eyes

Provide mobiles, mirrors, bright objects, and familiar adult faces

TO ENCOURAGE:

increasing attention to movement; eye movement

Respond to sound by turning head or other body movements

Provide musical mobiles, rattles, radios, and familiar adult voices

listening and following of sounds

Express demands with cries

Respond to cries and attend to basic needs. No danger of "spoiling baby"

establishing a sense of well being and positive adult/child relationship

Look to face when spoken to

Talk to in soothing voice tones placing adult face 10-18 inches from baby's face

attending to adult face; early social interaction skills

Grasp objects when put in hand

Provide small handled rattles, hanging mobiles, and "adult touches"

grasping and body awareness

Look rapidly between two objects in sight

Provide mobiles, bright objects, mirrors, and adult faces to stimulate

attending to more than one object visually and visual tracking

USUALLY AT 3-6 MONTHS

Look at own hand/finger move; objects held in own hand

Provide opportunity for free body movement; assist in self-discovery by placing baby's hand, foot in visual range through games, etc. Also place rattles, toys in baby's hands

TO ENCOURAGE:

attending visually to objects, body awareness; tactile experiences

Pick up objects using a two-hand approach to grasp toys; put objects to mouth

Provide handled rattles and other safe objects for small grasp; encourage mouth motions and awareness of hands, fingers, arms, feet, and toes

aiming and grasping; hand to mouth motion; body awareness; eye-hand coordination; oral stimulation

Repeat hand or leg movements to keep toy moving

Provide hanging toys, swinging mobiles, and crib gyms

associating movement with effect; cause things to happen; motor actions

Turn head toward sound of voice and follows speaker

Talk to baby, varying sound/tone and distance/location of voice

tracking of sounds and attention to adult voice; positive communication

Module	Hour	Handout
1	2	2

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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE BIRTH TO 12 MONTH RANGE**

When a child can . . .

We should . . .

WHY? . . .

Bang toys in play

Provide pots/pans, wooden spoons, rattles, blocks, and other toys. Stimulate child by adult modeling banging in play

bringing objects to mid-line; eye-hand coordination

Show response to simple action games through simple movement responses

Play patty-cake, peek-a-boo, bye-bye, and other simple action games

imitating in a social context, motor control and awareness

USUALLY AT 6-9 MONTHS

TO ENCOURAGE:

Transfer objects from hand to hand

Provide small blocks, rattles, toys, etc. for grasping and releasing. Hand child a second toy when he already has one in hand

practicing of grasp and release in midline play; eye-hand coordination

Look for and pick up toys dropped/partially hidden

Play game dropping/hiding toy. Play peek-a-boo. Provide small grasp toys, blocks, balls, and other put-together and take apart toys

relating to others; visual attending; awareness that objects still exist when spatially hidden

Reach for toys with one hand

Provide small toys, blocks, objects suitable for grasping

increasing eye-hand coordination; purposeful action

Imitate simple actions and sounds

Play simple games pairing words with action such as bye-bye, patty-cake, dog-ruff, ruff

imitating in social context; use and meaning of language; body awareness and control

Recognize name when called

Play simple games, calling child's name. Sing "Where is Tommy? Where is Tommy? Here he is, here he is! Tommy, Tommy, Tommy"

Knowing own name; self awareness; meaning of language

Show interest in effects of motor actions

Provide toys that children can act upon, such as pop-up, pull string, busy boxes, etc. with space for exploration and use of toys

increasing awareness of making things happen; purposeful motor action

Module	Hour	Handout
1	2	2 (con't.)

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**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE BIRTH TO 12 MONTH RANGE**

USUALLY AT 9-12 MONTHS

TO ENCOURAGE:

When a child can . . .

We should . . .

WHY? . . .

Look for objects out of sight

Provide pop-up toys, busy boxes, blankets, and boxes for hiding toys

increasing permanence of objects and people; purposeful actions

Put things in and out of containers

Provide filling and dumping toys, such as blocks in a bucket, sorting toys, cups, blocks, and pails.

beginning concept of space perception; attending to a task; eye-hand coordination

Show interest in pictures

Provide large, colorful pictures and books of familiar animals, toys, people; talk about pictures providing names

increasing visual attending and vocabulary; understanding meanings of words/pictures

Enjoy rhythm

Provide musical toys, records. Model simple imitation of body movements to music, clapping hands and singing songs, sounds

moving of body to music; simple imitation of sound and actions

Grasp small objects with thumb and one finger

Provide small objects, such as raisins, cereal for child to pick up

use of pincer grasp; eye-hand coordination; directed actions

Take lids off, put in large pegs and remove stacking disks

Provide stacking toys, jar with lids, pegboard, pegs

coordinating two hands; eye-hand coordination; space perception

Remember: There is a wide range of individual abilities in the development of young children.

**NOT ALL CHILDREN
WILL DO ALL THINGS
AT EXACTLY THE SAME TIME.**

Module	Hour	Handout
1	2	2 (con't.)

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Suggested Toys and Equipment for Infants

1. Toys for Babies Who Are Tuning In

Mobiles
 Mirror toys
 Toys that attach to the side of the crib which encourage visual exploration
 Rattles - small handle ("dumbbell" type rattle)
 Velcro rattles (attach to baby's wrists and ankles)
 Squeeze toys (soft and pliable)
 Crib Gym
 Puppets
 Brightly colored socks for hands and feet
 Musical toys (soft musical animals, wind-up TV and radio)
 Beach ball (for relaxation and encouraging lifting of head)

2. Toys for Babies Who Are Reaching Out

Language

Baby telephone
 Books (sturdy pages with large, simple pictures)
 Jack-in-the-box
 Dolls and stuffed animals
 Puppets

Solving Problems

Roly-poly toys (hard plastic and inflatable)
 Musical Instruments (using hands to make sounds on toy piano, drums, etc.)
 Busy boxes
 Rattles and squeeze toys
 Pull toys

Motor

Balls (clutch balls, soft cloth balls)
 Crib gym
 Large beach ball
 Punch balls and other hanging items (streamers, wind chimes)

3. Toys for Babies Who Are Making Discoveries

Language/Imaginative Play

Dolls
 Books
 Play hats
 Stuffed animals
 Plastic animals
 Plastic dishes and cookware
 Toy telephone
 Cars and trucks
 Small playhouse with little people and furniture
 Puppets and finger puppets

Motor

Rocking toys (vestibular stimulating and sitting balance)
 Riding toys
 Balls (all shapes and sizes)
 Pull toys
 Push toys (chime sounding, corn popper)
 Punch balls

Solving Problems

Filling and dumping toys (with large pieces)
 Inset puzzles (begin with one piece with large knobs, circles, simple shapes)
 Shaper sorter
 Pounding toys (encourage use of tools)
 Scarves and boxes (for "hiding" toy games)
 Water toys (things that sink, float, pour, and sprinkle)
 Musical instruments (using hand or tool like a wooden hammer or spoon to make sounds)

Module	Hour	Handout
1	2	3

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Suggested Toys and Equipment for Infants (con't.)

SENSORY AWARENESS

Sensory awareness activities encourage language development (through descriptions of materials) and awareness of baby's senses. Playing with ice, for example, lets baby hear and experience "cold," "wet," and "slippery." Sensory awareness games also provide fun and exciting play activities for baby and parents to experience together. Listed below are some materials which can be used in sensory awareness activities. A small bathtub or inflatable pool can be used to contain the materials.

Materials

Feathers and feather duster

Corn meal

Whipped cream

Jello

Bubbles

Water

Cooked spaghetti

Rice textured materials

Crinkly acetate paper

Ice cubes

Soap suds

Yogurt

Pudding

Module	Hour	Handout
1	2	3 (con't.)

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The Florida Diagnostic and Learning Resources System - FDLRS

Your local FDLRS Center can provide specific information regarding handicapping conditions and local community resources. They also may provide support services, screening and diagnostic services, resource materials, training and other forms of assistance regarding the education and care of infants/toddlers with special needs. If they do not have a ready answer or solution for you, they may refer you to a resource that does.

There are 18 FDLRS Associate Centers throughout Florida. They are listed below according to the counties they serve.

Escambia, Santa Rosa, Okaloosa
FDLRS/Westgate Associate Center
30 E. Texar Dr., Pensacola, FL 32503
(904)469-5423

Washington, Bay, Calhoun, Franklin, Gulf, Holmes, Liberty, Walton, Jackson
FDLRS/PAEC Associate Center
411 W. Boulevard, Chipley, FL 32428
(904)638-6131

Leon, Gadsden, Jefferson, Taylor, Wakulla
FDLRS/Miccosukee Associate Center
Highroad Corner, STe. 10, 1950 W. Tennessee St.
Tallahassee, FL 32304
(904)487-2630/(904)488-4150

Hamilton, Columbia, Lafayette, Madison, Suwannee
FDLRS/Gateway Associate Center
P.O. Box 1387, Jasper, FL 32052-1387
(904)792-2877

Putnam, Baker, Bradford, Flagler, St. Johns, Union
FDLRS/NEFEC Associate Center
N.E. Florida Educational Consortium
Rte 1, Box 8500, 3841 Reid Street
Palatka, FL 32177
(904)329-3800

Duval, Clay, Nassau
FDLRS/Crown Associate Center
1450 Flagler Ave., Room 15
Jacksonville, FL 32207
(904)390-2075/(904)390-2154

Marion, Alachua, Citrus, Dixie, Gilchrist, Levy
FDLRS/Springs Associate Center
3881 N.W. 155th St., Reddick, FL 32686
(904)591-4300

Orange, Lake, Osceola, Seminole, Sumter
FDLRS/Action Associate Center
1600 Silver Star Rd., Orlando, FL 32804
(407)293-5841/(407)295-4020

Brevard, Volusia
FDLRS/East Associate Center
Educational Services Facilities
2700 St. John's Street
Melbourne, FL 32940-6699
(406)633-1000, extension 540

St. Lucie, Indian River, Martin, Okeechobee
FDLRS/Galaxie Associate Center
1901 S. 11th Street, Ft. Pierce, FL 34950
(407)468-5385/5389

Pinellas, Hernando, Pasco
FDLRS/Gulfcoast Associate Center
1895 Gulf-to-Bay Blvd., Clearwater, FL 34625
(813)442-1171/(813)462-9687

Hillsborough
FDLRS/Hillsborough Associate Center
Department of Education for Exceptional Students
411 E. Henderson Ave., Tampa, FL 33602
(813)272-4555

Polk, Hardee, Highlands
FDLRS/III Associate Center
1062 N. Broadway Avenue, Bartow, FL 33830
(813)534-2877/2881

Module	Hour	Handout
1	2	4(R)

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*MITCH: Model of Interdisciplinary Training for children with Handicaps



Sarasota, Charlotte, De Soto, Manatee
 FDLRS Associate Center
 1135 Gun Club Road, Sarasota, FL 34232
 (813)378-4690

Collier, Glades, Hendry, Lee
 FDLRS/Big Cypress Associate Center
 Collier County Public Schools Admin. Center
 3710 Estey Ave., Naples, FL 33942
 (813)643-2700

Palm Beach
 FDLRS/Alpha Associate Center, Cedar Square
 2112 S. Congress Ave.
 West Palm Beach, FL 33406
 (407)433-3500

Broward
 FDLRS/Reach Associate Center
 1400 N.E. 6th St.
 Pompano Beach, FL 33060
 (305)786-7699/(305)768-7704

Dade, Monroe
 FDLRS/South Associate Center
 5555 S.W. 93rd Ave.
 Miami, FL 33165
 (305)274-3501

The following FDLRS Specialized Centers may also be helpful.

Clearinghouse/Information Center
 Florida Department of Education
 Bureau of Education for Exceptional Students
 Florida Ed. Center, Tallahassee, FL 32399-0400
 (904)488-1879

**Communication Systems
 Evaluation Center (CSEC)**
 434 N. Tampa Ave., Sta. 702
 Orlando, FL 32802
 (407)849-3504/(800)328-328-3678

**Florida Instructional Materials for the
 Visually Handicapped (FIMC)**
 5002 N. Lois Ave., Tampa, FL 33614
 (813)876-5016/(800)282-9193

**Educational Television and Captioning
 Center for the Hearing Impaired**
 207 N. San Marco Ave., St. Augustine, FL 32084
 (904)823-4461

FSDB Outreach/Parent Education Services
 Florida School for the Deaf and the Blind
 207 N. San Marco Ave., St. Augustine, FL 32084
 (904)823-4040

**FDLRS/FSU - Regional Evaluation
 and Consulting Center**
 218 Regional Rehabilitation Center
 Florida State University, Tallahassee, FL 32306
 (904)644-2222

**FDLRS/USF - Multidisciplinary
 Diagnostic and Evaluation Services**
 University of South Florida
 3500 E. Fletcher Ave., Ste. 225, Tampa, FL 33612
 (813)974-5001

**FDLRS/UF - Multidisciplinary Diagnostic
 and Training Program**
 Box J-282 JHM Health Center
 University of Florida, Gainesville, FL 32610
 (904)392-6442/(904)392-5874

FDLRS/JU - First Coast
 Jacksonville University Interdisciplinary Center
 225 Gooding Building
 2800 University Blvd. N., Jacksonville, FL 32211
 (904)725-4646

**FDLRS/Mailman - Multidisciplinary
 Evaluation Services**
 Mailman Center for Child Development
 University of Miami
 P.O. Box 016820, Miami, FL 33101
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FOR AN UPDATED COPY OF THIS LIST, PLEASE CONTACT THE CLEARINGHOUSE AT THE ABOVE ADDRESS. (R 02/04/91)

Module	Hour	Handout
1	2	4(R) (con't.)

Florida Department of Education
 Division of Public Schools
 Bureau of Education for Exceptional Students

*MITCH: Model of Interdisciplinary Training for children with Handicaps



**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE 12 TO 36 MONTH RANGE**

When a child can . . .

We should . . .

WHY? . . .

Usually at 12-18 Months

Place 1-2 shapes in form-board

Provide simple shapes and form boards, shape boxes, inset puzzles with knobs, shape sorters

Use spoon to feed self

Provide opportunity for use of spoon at meal time and/or snack time. Serve foods child can easily spoon

Scribble spontaneously with large pencil or crayon

Provide a variety of large crayons, markers, large paint brushes, and paper

Enjoy books, pictures, songs and rhymes

Provide a variety of books, picture songs, fingerplays. Provide activities in which child can participate

Handle large pegs, blocks, puzzles and beads

Provide a variety of toys the child can use with hands, such as blocks, puzzles, pop-beads, etc.

Follow simple one-two step directions

Give child simple one-step directions. "Eat your cookie," "Bring me your shoe," "Take the ball"

Usually at 18-24 Months

Pay attention to an activity for 2-3 minutes

Provide opportunity and expect child to attend to activity at his age level - simple stories, puzzles, etc.

Stack block towers

Provide variety of large and small blocks, stacking toys and space for building with blocks

Module	Hour	Handout
1	3	1

Florida Department of Education
Division of Public Schools
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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

When a child can . . .**We should . . .****WHY? . . .**

Point to a few body parts

Point to your and/or child's ears, nose, mouth, etc., and name them. Expand by having child point as you name, then child name as you point. Finally point and name parts on doll.

Turn 2-3 pages in book

Provide hard back children's books, and opportunity for child to look at them

Play by self with toy even when in group of other children

Provide opportunity to be in small groups of other children. Provide small variety of toys with several toys of same kind (4 airplanes, 4 boats, 4 trucks, etc.)

Enjoy simple stories, rhymes and songs

Provide opportunity for singing and saying simple rhymes, songs; read simple stories and provide variety of simple books

Begin to verbalize wants with words

Encourage child to verbalize needs; pair words with wants, needs, objects, etc.

Usually at 24-36 Months

Stack 6 or more blocks

Provide a variety of sizes and kinds of blocks with adequate space for building block structures. Provide experiences and resources to enhance block play

Manipulate clay, beads, screw toys, lacing cards, and simple puzzles

Provide a variety of manipulative toys, puzzles, modeling clay with opportunity for child to use

Hold and snip with scissors

Provide experiences with scissors, and paper for children. Cutting will follow snips, straight line, and then curved shapes

Module	Hour	Handout
1	3	1 (con't.)

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students



*MITCH: Model of Interdisciplinary Training for Children with Handicaps

When a child can . . .**We should . . .****WHY? . . .**

Imitate simple lines, shapes

Provide opportunities to imitate lines and simple shapes with large crayons, markers, finger and brush paint

Match simple objects/colors

Play game matching objects of same color; finding clothes that children are wearing of the same color, etc.

Tell you first name

Playing song games singing child's name: "Where oh, where is little Johnny? Here he is, etc."

Name a few basic colors and shapes

Play games finding colors and shapes in the environment; give child names of many things. Make shapes from modeling clay in art activities; discuss shapes and colors at mealtime, snack, etc.

Identify familiar objects and pictures

Discuss name of objects and pictures in environment with child. Find objects in books at story time; in environment

Pay attention to an activity for 4-5 minutes

Increase length of story, manipulative activity, and expect child to attend for 4-5 minutes

Control body functions for the most part

Give child opportunity to develop toileting habits

Remember: There is a wide range of individual abilities in the development of young children.

**NOT ALL CHILDREN
WILL DO ALL THINGS
AT EXACTLY THE SAME TIME.**

Module	Hour	Handout
1	3	1
		(can't.)

Florida Department of Education
Division of Public Schools
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*MITCH: Model of Interdisciplinary Training for Children with Handicaps



**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE 12 TO 36 MONTH RANGE**

When a child can . . .

We should . . .

WHY? . . .

Usually at 12-18 Months

Place 1-2 shapes in formboard

Provide simple shapes and form boards, shape boxes, inset puzzles with knobs, shape sorters

discriminating shapes; controlling use of hands; spatial perception

Use spoon to feed self

Provide opportunity for use of spoon at meal time and/or snack time. Serve foods child can easily spoon

increasing eye-hand coordination; feeding skills; feeling of independence; purposeful action

Scribble spontaneously with large pencil or crayon

Provide a variety of large crayons, markers, large paint brushes and paper

copying and pre-writing skills; improved hand coordination

Enjoy books, pictures, songs and rhymes

Provide a variety of books, picture songs, fingerplays. Provide activities in which the child can participate

stimulating language development; motor actions and listening skills

Handle large pegs, blocks, puzzles and beads

Provide a variety of toys the child can use with hands, such as blocks, puzzles, pop-beads, etc.

constructing a simple structure; eye-hand coordination and space perception

Follow simple one-two step directions

Give child simple one-step directions. "Eat your cookie," "Bring me your shoe," "Take the ball"

understanding of spoken language; attending skills; and following directions

Usually at 18-24 Months

Pay attention to an activity for 2-3 minutes

Provide opportunity and expect child to attend to activity at his age level - simple stories, puzzles, etc.

TO ENCOURAGE:

increasing attention span; interest in age appropriate activities

Stack block towers

Provide variety of large and small blocks, stacking toys and space for building with blocks

constructing of structures; creative expression; space perception

Point to a few body parts

Point to your and/or child's ears, nose, mouth, etc., and name them. Expand by having child point as you name, then child name as you point. Finally point and name parts on doll.

increasing awareness of body parts; generalization from child's body parts to adult and doll body parts

Module	Hour	Handout
1	3	2

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

*MITCH: Model of Interdisciplinary Training for Children with Handicaps



**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE 12 TO 36 MONTH RANGE**

When a child can . . .

We should . . .

WHY? . . .

Turn 2-3 pages in book

Provide hard back children's books, and opportunity for child to look at them

coordinating hand/finger skills; tactile awareness; attention span

Play by self with toy even when in group of other children

Provide opportunity to be in small groups of other children. Provide small variety of toys with several toys of same kind (4 airplanes, 4 boats, 4 trucks, etc.)

instilling appropriate behaviors in a social context; parallel play

Enjoy simple stories, rhymes and songs

Provide opportunity for singing and saying simple rhymes, songs; read simple stories; and provide variety of simple books

increasing memory; expression; vocabulary, listening skills

Begin to verbalize wants with words

Encourage child to verbalize needs; pair words with wants, needs, objects, etc.

expanding verbal expression; problem solve verbally; independence

Usually at 24-36 Months

TO ENCOURAGE:

Stack 6 or more blocks

Provide a variety of sizes and kinds of blocks with adequate space for building block structures. Provide experiences and resources to enhance block play

promoting creative expression; social interaction; language development

Manipulate clay, beads, screw toys, lacing cards, and simple puzzles

Provide a variety of manipulative toys, puzzles, modeling clay with opportunity for child to use

strengthening fingers, hands; problem solving; eye-hand coordination

Hold and snip with scissors

Provide experiences with scissors, and paper for children. Cutting will follow snips, straight line, and then curved shapes

strengthening and increased control of hands; attention to a task

Imitate simple lines, shapes and drawings

Provide opportunities to imitate lines and simple shapes with large crayons, markers, finger and brush paint

copying; form and shape perception; eye-hand coordination

Module	Hour	Handout
1	3	2 (con't.)

Florida Department of Education
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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

**FOR CAREGIVERS OF INFANTS
WHO ARE FUNCTIONING DEVELOPMENTALLY IN THE 12 TO 36 MONTH RANGE**

When a child can . . .	We should . . .	WHY? . . .
Match simple objects/colors	Play game matching objects of same color; finding clothes that children are wearing of the same color, etc.	learning concept of same and different; visual discrimination skills
Tell you first name	Playing song games singing child's name: "Where oh, where is little Johnny? Here he is, etc."	increasing self awareness; language development; memory
Name a few basic colors and shapes	Play games finding colors and shapes in the environment; give child names of many things. Make shapes from modeling clay in art activities; discuss shapes and colors at mealtime, snack, etc.	discriminating between colors and shapes; memory; language development
Identify familiar objects and pictures	Discuss name of objects and pictures in environment with child. Find objects in books at story time; in environment	increasing language usage and understanding; pre-reading skills
Pay attention to an activity for 4-5 minutes	Increase length of story, manipulative activity, and expect child to attend for 4-5 minutes	attending to an activity; on task behavior, self discipline
Control body functions for the most part	Give child opportunity to develop toileting habits	promoting attempts at self regulation and socially appropriate behaviors

Remember: There is a wide range of individual abilities in the development of young children.

**NOT ALL CHILDREN
WILL DO ALL THINGS
AT EXACTLY THE SAME TIME.**

Module	Hour	Handout
1	3	2 (con't.)

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

*MITCH: Model of Interdisciplinary Training for Children with Handicaps



Planning for Toddlers

TODDLERS ARE ACTIVE

TODDLERS ARE CURIOUS

TODDLERS LIKE TO EXPLORE AND MANIPULATE

TODDLERS LIKE TO IMITATE AND PRETEND

TODDLERS LIKE TO PLAY NEAR OTHERS

TODDLERS HAVE SHORT ATTENTION SPANS

Module	Hour	Handout
1	3	3

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*MITCH: Model of Interdisciplinary Training for Children with Handicaps

SPECIAL EQUIPMENT YOU MAY WANT

CRIB:

- Sheets with interesting patterns
- Tape recording of dishwasher to simulate interuterine sounds similar to special records and sound-producing teddy bears
- Mirror (unbreakable) next to changing table, in crib, on floor
- Bright bumpers
- High contrast (black/white) patterns on hanging objects and toys in crib
- Crib cuddle (stretch fabric with heartbeat sound)

EQUIPMENT FOR USE DURING THERAPY AND PLAY: (Remember to check with your child's physical therapist before purchasing or using this equipment.)

- Inflatable beach balls
- Small "rolls" (or roll up beach towel or small blanket)
- Crawligators (to encourage crawling skills)
- Wedge (to encourage weight bearing)
- Floor sitter (chair with stabilizing support)
- Inflatable tube (for sitting)
- Large beach ball (for relaxation and strengthening muscles)

FEEDING:

- Orthodontic nipples and pacifiers
- Plates (with suction cups or nonskid mats)
- Soft bite spoons, angled spoons
- Training cups

CLOTHING:

Velcro closures	Roomy sleeves	Zippers with large rings
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MUSIC:

Records	Tapes	Instruments
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OTHER NECESSARY ITEMS:

- Infant seat - Car seat - Infant carrier - Stroller	- Small bathtub and bathtub safety sitter - High chair, with adequate support - Walker
---	--

Module	Hour	Handout
1	3	4

Florida Department of Education
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*MITCH: Model of Interdisciplinary Training for Children with Handicaps



Welcome to The World

Booklet on Normal Developmental Milestones

(A reproducible copy of this booklet follows.)

This handout is recommended for use with MITCH Modules 1, 2, 3, 6, 7 and 9.

Module	Hour	Handout
1	3	5

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students

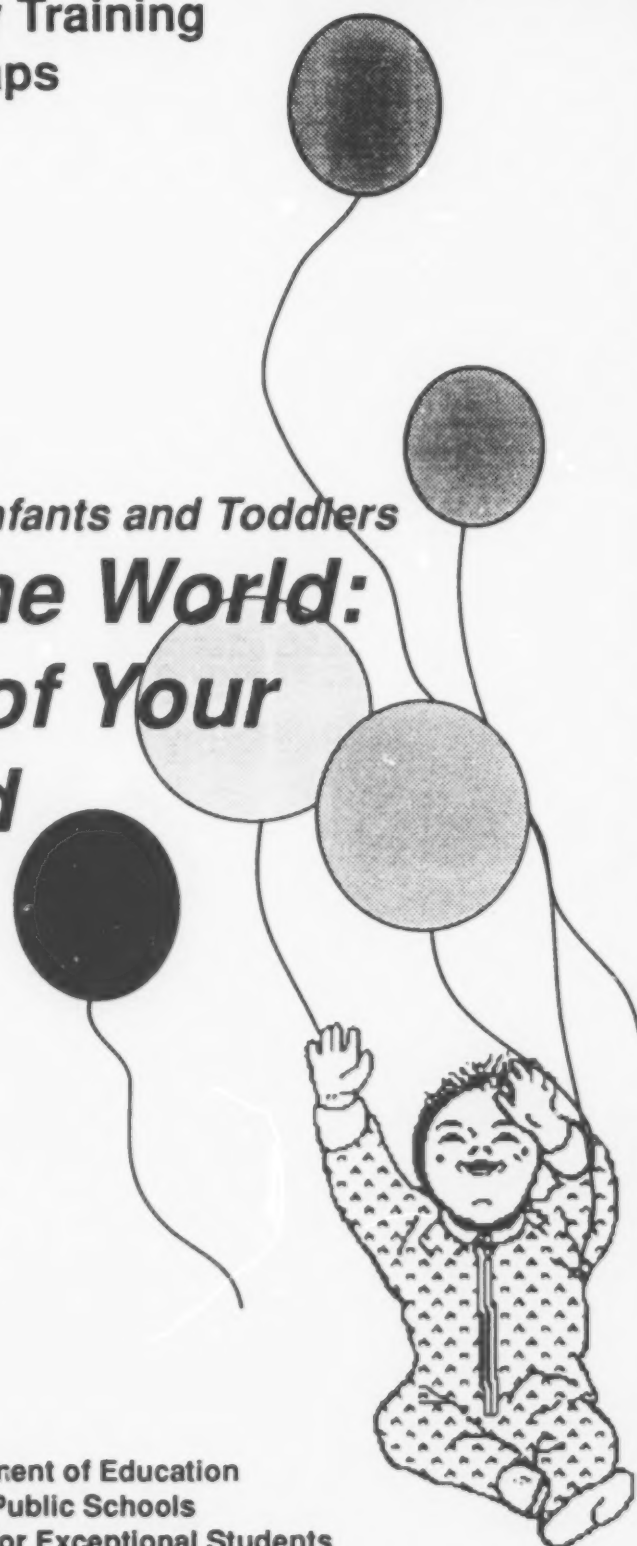
*MITCH: Model of Interdisciplinary Training for Children with Handicaps



**Model of Interdisciplinary Training
for Children with Handicaps**

A Series for Caregivers of Infants and Toddlers

***Welcome to the World:
An Overview of Your
Growing Child***



Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1990

**Model of Interdisciplinary Training
for Children with Handicaps**

A Series for Caregivers of Infants and Toddlers

***Welcome to the World:
Overview of Your Growing
Child***

Florida Department of Education
Division of Public Schools
Bureau of Education for Exceptional Students
1990

This training series was developed through the MITCH (Model of Interdisciplinary Training for Children with Handicaps) Project, FDLRS/South Associate Center, Dade and Monroe County Public Schools, and funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, under State general revenue appropriation for the Florida Diagnostic and Learning Resources System.

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Department of State
1990

**Model of Interdisciplinary Training
for Children with Handicaps**

A Series for Caregivers of Infants and Toddlers

**Welcome to the World:
Overview of Your Growing
Child**

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ACKNOWLEDGEMENTS

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Introduction

This booklet is designed to provide a brief summary of normal development from birth to 36 months of age. It describes behaviors typically seen in children at various developmental levels. It gives examples of these behaviors in each of four categories: personal and social skills, language and understanding skills, small muscle skills, and large muscle skills. The booklet also suggests activities that adults can do with infants and toddlers.

It is important to remember that although all babies follow the same general pattern of growth, all children do not develop at the same rate. Children differ in appearance, in the way they feel about things, and in the way they learn. Also, a baby's development may not be steady. The baby may develop new large muscle skills, such as standing and walking, but not seem to develop new fine motor skills for a few months. Then, the child's large motor skill development may slow down while the child's language skills appear to develop very quickly. Because babies are unique and develop and grow at different rates, this booklet should be used only as a general guideline. The sequence of learning is what is important.

When a caregiver knows what a baby might be interested in and able to do next, the caregiver can better interact and play with the baby. Knowing what things a baby is not yet ready to do will keep the caregiver from expecting the child to play and respond in ways that are not yet possible for the child.

If a parent or caregiver has questions about a child's development, it is best to consult the child's doctor, nurse, or other qualified professional. The local Child Find specialist can also be called. Child Find is associated with the exceptional student education department of Florida's public schools and 18 support centers called the Florida Diagnostic and Learning Resources System (FDLRS) Associate Centers. The Child Find specialist at any FDLRS center can arrange to see a child who lives within that FDLRS region and who may not be developing normally. Call the local public school, FDLRS office, or Florida Department of Education, Bureau of Education for Exceptional Students (904/488-2077) for the number of the nearest Child Find specialist.

Birth to Three Months

PERSONAL AND SOCIAL SKILLS

- Smiles in response to adult's smile
- Looks at face when spoken to
- Tells primary caregiver from other adults
- Startles or cries at sudden loud noises
- Comforts to soothing gentle sounds

Suggested Activities

- Smile at baby
- Hang a crib mobile
- Sing lullabies to baby

LANGUAGE AND UNDERSTANDING SKILLS

- Expresses demands with cries and/or other sounds
- Gurgles and coos
- Responds to sound of rattle
- Shows excitement before feeding and anticipates other familiar events

Suggested Activities

- Talk to baby during feeding, changing, and bathing
- Provide many different sounds for baby (music, rattles, radio, bell, TV, etc.)
- Imitate sounds baby makes
- Listen to, watch, and allow time for baby to respond

SMALL MUSCLE SKILLS

- Follows bright objects with eyes
- Looks at object held in hand
- Attempts to grasp adult's finger
- Holds objects for a few seconds
- Sucks well

Note: Many movements are still controlled by reflexes

Suggested Activities

- Dangle objects in front of baby for baby to watch
- Provide different textures for baby to feel (terrycloth, stuffed animals, plastic toys) making sure objects are too big to swallow.
- Place objects (finger, rattle) in infant's hand to stimulate grasp

LARGE MUSCLE SKILLS

- Lifts head while lying on stomach
- Begins to reach toward object
- Automatically turns head to one side while lying down
- Moves arms and legs

Suggested Activities

- While baby is on stomach, dangle bright objects in front of baby to help baby lift head
- Hold baby in a sitting position so baby begins to hold head steady
- Provide baby with a favorite object to look at in order to help baby roll over
- To encourage sitting, place baby in corner of couch (supervised)

Three to Six Months

PERSONAL AND SOCIAL SKILLS

- Laughs
- Smiles on own
- Reaches for familiar people
- Begins choosing toys

Suggested Activities

- Play peek-a-boo with baby
- Let baby look at self in mirror
- Sing simple songs with baby and help baby do motions with hands to the music
- Massage baby's arms, back, and legs from top to bottom

LANGUAGE AND UNDERSTANDING SKILLS

- Squeals and laughs
- Babbles, combines vowel and consonant sounds (e.g., goo, ga)
- Explores objects by putting in mouth
- Chuckles
- Experiments by making sounds (e.g., goo ah)
- Begins to respond to own name
- Begins to show likes and dislikes

Suggested Activities

- Shake rattle beside baby's head (ear) to encourage head turning toward sound
- Continue to talk to baby; name objects
- Listen for baby's sounds and imitate them; wait for baby to respond to your sounds

SMALL MUSCLE SKILLS

- Picks up and holds rattle
- Chews
- Plays with hands at midline
- Starts to transfer objects from one hand to the other
- Holds objects with fingers against palm of hand (palmar grasp)

Suggested Activities

- Put object (rattle) in baby's hand and gently pull it to encourage baby to hold on to object
- Put a toy in baby's hand and let baby hold toy with both hands to encourage baby to transfer or switch object to the other hand
- Help baby pick up small, safe objects (1" blocks, assorted shapes)

LARGE MUSCLE SKILLS

- Brings objects to mouth
- Turns from back to side
- Rolls from stomach to back and then back to stomach
- Pushes up on arms when on tummy
- Holds head upright and steady without support
- Kicks at objects

Suggested Activities

- Put baby on tummy on a safe surface (carpet, blanket, mattress) and dangle interesting toys at baby's head
- Fasten mobile on crib for baby to kick and move baby's legs to demonstrate

Six to Nine Months

PERSONAL AND SOCIAL SKILLS

- Smiles at self in mirror
- Enjoys hide-n-seek, peek-a-boo, pat-a-cake
- Becomes attached to a particular toy or object
- Begins to fear strangers

Suggested Activities

- Hug and cuddle baby often
- Smile and talk to baby
- Play "How Big's the Baby," hide-n-seek, peek-a-book, pat-a-cake
- Let baby play in front of large mirror

LANGUAGE AND UNDERSTANDING SKILLS

- Starts imitating sounds
- Makes eager sounds for bottle or breast
- Uncovers toy that is hidden by cloth
- Knows own name
- Vocalizes to self when alone

Suggested Activities

- Look at picture books with baby
- Sing songs with baby
- Play hide-n-seek with toys under cloth

SMALL MUSCLE SKILLS

- Starts feeding self
- Rakes or scoops small objects
- Grasps with three fingers (inferior pincer grasp)

Suggested Activities

- Provide baby the opportunity to pick up safe foods (cereal, crackers) and feed self
- Let baby hold crayon in hand and scribble on big piece of paper
- Provide many small objects for baby to pick up making sure they are too big to swallow

LARGE MUSCLE SKILLS

- Sits by self for a short time
- Creeps and crawls
- Pulls self to standing on furniture
- Rocks back and forth when on hands and knees
- Plays with feet when on back
- Stands by holding on to furniture, hands, etc.

Suggested Activities

- Encourage baby to pull up to a standing position
- Place a toy out of reach and encourage baby to try to get the toy by crawling to it
- Allow baby to stand next to furniture
- Allow lots of room for baby to crawl and explore (supervise)

Nine to Twelve Months

PERSONAL AND SOCIAL SKILLS

- Aware of strangers
- Tugs at or reaches for adults to get attention
- Begins drinking from a cup
- Likes or dislikes certain foods
- Demonstrates affection

Suggested Activities

- Have baby sit near the family during meals
- Play pat-a-cake
- Help baby learn to hold a cup containing a small amount of liquid
- Hug and kiss baby often
- Respond with a hug or by talking when baby reaches for you

LANGUAGE AND UNDERSTANDING SKILLS

- Waves bye-bye
- Responds to "no-no"
- Starts understanding simple questions ("Want some more juice?")
- Shakes head "no-no"
- Understands familiar words (mommy, daddy, ball, cookie)
- Looks at pictures in book
- Begins enjoying nursery rhymes and songs

Suggested Activities

- Make puppet from socks and pretend the puppet is "talking" to baby
- Read nursery rhymes and sing songs to baby
- Help baby look at scrap book
- Identify objects with names

- Listen and respond to communication from baby

SMALL MUSCLE SKILLS

- Holds own bottle
- Picks up small objects using thumb and finger
- Uses two hands together with coordination (picks up cup)
- Claps hands
- Drops objects with voluntary release

Suggested Activities

- Show baby how to stack small blocks
- Let baby play with the pots and pans in the kitchen
- Help baby put objects into a container
- Let baby play with empty boxes of all sizes
- Give baby cereal to feed self

LARGE MUSCLE SKILLS

- Gets into sitting position from lying down position
- Sits down from standing position
- Walks with assistance
- Stands alone
- Bangs two toys together

Suggested Activities

- Play stand up, sit down, lie down imitation game
- Help baby to walk with or without support
- Let baby "cruise" around by holding on to furniture and walking

Twelve to Eighteen Months

PERSONAL AND SOCIAL SKILLS

- Enjoys having people clap
- Starts feeling emotions of jealousy, affection, sympathy
- Plays chasing and hiding games
- Shows specific wants by gestures and vocalizations
- Plays ball with an adult
- Becomes attached to favorite possession (blanket, toy)

Suggested Activities

- Provide washcloth for child and allow child to care for doll by washing, hugging, and kissing doll
- Let child help undress self
- Let child start feeding self with a spoon
- Ask child to show how big child is (help child raise hands high)
- Take child on outings (picnic, zoo, parks) and talk about the things you see and do with child
- Roll a large ball to the child and ask child to roll it back to you

LANGUAGE AND UNDERSTANDING SKILLS

- Names body parts
- Points to several objects or pictures when named
- Follows simple commands

Suggested Activities

- Encourage child to repeat familiar words
- While child is bathing or dressing, name body parts and let child repeat the names
- Look at a picture book with child and name objects in the pictures

SMALL MUSCLE SKILLS

- Feeds self with spoon
- Attempts scribbling
- Stacks small objects
- Builds tower of two blocks

Suggested Activities

- Play game with small blocks; stacking, lining up, knocking down
- Encourage child to draw or scribble with a crayon or water soluble marker
- Play with bean bags or soft sponge balls
- Encourage self feeding with spoon

LARGE MUSCLE SKILLS

- Walks alone
- Throws a ball
- Sits in a chair
- Improves balance and coordination

Suggested Activities

- Allow child to walk up stairs with assistance
- Allow child to walk as much as possible
- Give child a pull toy to play with
- Roll and throw ball or bean bag
- Encourage use of child size furniture (chair, table)

Eighteen to Twenty-four Months

PERSONAL AND SOCIAL SKILLS

- Likes being read to
- Partially feeds self
- Independence grows stronger
- Exhibits curiosity and is "into everything"
- Has special relationship with each parent
- Enjoys playing next to another child (little interaction)
- Enjoys touching and hugging

Suggested Activities

- Encourage child to dress and undress self
- Encourage child to pick up and put away own toys
- Encourage child to help with simple household chores
- Encourage child to use both a spoon and a fork

LANGUAGE AND UNDERSTANDING SKILLS

- Makes simple choices among toys
- Mimics another child's play
- Begins to ask questions
- Puts two words together
- Asks for items by name (e.g., "ball," "doll," "cookie")
- Can follow one or two step directions

Suggested Activities

- Begin to give simple directions for child to follow
- Play a simple game of "Simon Says"
- Read to child 5 to 10 minutes each day
- Watch quality TV programs with child and talk about what you see but limit the amount of time child spends in front of the TV
- Answer child's questions simply

SMALL MUSCLE SKILLS

- Scribbles and imitates simple strokes such as vertical lines, horizontal lines, and circular strokes
- Takes off socks and shoes purposefully
- Takes things apart and puts them back together

Suggested Activities

- Help child put objects through an opening in a container, and help child dump them out again
- Use simple nesting boxes or cans
- Give child simple insert puzzle to complete (2-3 pieces)
- Finger paint with pudding
- Provide chalk, markers, pencils, paint, and brushes for sidewalk, large paper, newspaper, etc.
- Let child handle clay, play dough (recipe follows), and shaving cream

<i>1 cup flour</i>	<i>2 Tblsp. cream of tartar</i>	<i>1 Tblsp. oil</i>
<i>1 cup water</i>	<i>1/2 cup salt</i>	

Mix all together. Color with food coloring if desired.

LARGE MUSCLE SKILLS

- Jumps with two feet
- Moves body in time to the music
- Walks up and down stairs with help
- Runs
- Attempts to kick a ball

Suggested Activities

- Show child how to jump holding child's hand while jumping
- Let child listen to music and show child how to swing, clap, and dance to the music
- Have short running races on soft surfaces (grass, carpet)
- Play "Kick the ball"

Twenty-four to Thirty-six Months

PERSONAL AND SOCIAL SKILLS

- Interacts with other children in simple games
- Verbalizes toilet needs

Suggested Activities

- Praise child when toilet needs are indicated
- Play "Ring Around the Rosie," "Duck, Duck Goose"
- Play hide-n-seek
- Play dress up

LANGUAGE AND UNDERSTANDING SKILLS

- Follows two-step directions
- Takes part in simple verbal conversation (e.g., "What's your name?")
- Answers simple "what" questions
- Uses two or three word sentences regularly (e.g., "Me want juice.")

Suggested Activities

- Allow child a choice of foods at mealtime
- Ask child to follow directions (e.g., "Pick up your doll and put it on the shelf, please.")
- Listen to and talk with child
- Read books for 10 minutes each day with child and talk about the pictures

SMALL MUSCLE SKILLS

- Uses spoon and cup independently
- Helps pick up toys
- Turns handle to open door
- Completes simple insert puzzle (3-4 pieces)
- Unscrews lids

- Builds 6-8 cube tower
- Snips paper with scissors

Suggested Activities

- Provide simple puzzle for child to complete
- Provide child with blunt scissors and paper to snip
- Provide sand, pudding, or finger paint for writing with finger
- Provide many containers with tops to open and close

LARGE MUSCLE SKILLS

- Rides tricycle
- Pushes or pulls door open
- Walks up stairs holding rail

Suggested Activities

- Arrange for child to play games with others such as "London Bridge is Falling Down," "Tag"
- Encourage practice in skipping and hopping
- Provide practice in riding a tricycle
- Show child how to jump over a chalk mark or hose

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State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Appendix C

Reproducible Forms for the Six-Week Follow-Up Activity

The Six-Week Follow-Up Activity

MITCH Module 1
INTELLECTUAL DEVELOPMENT:
What You Can Do
to Help

These completed forms should be sent to:

Name _____
Address _____

These forms are due at the above address by _____
date

Directions

- (1) *Take an inventory of the materials, toys and equipment you have available in your class and/or center for working with the 0-36 month old child.*
- (2) *List on the attached worksheets (A, B, C) the names of toys, materials and equipment you have available that are appropriate for each age range. At the bottom of the worksheets list other items that you will work toward making or purchasing that will help you provide stimulating learning experiences.*
- (3) *On the other worksheets (D, E, F), list one activity you have tried with each age range, the materials used and the response of the child to the activity.*

Worksheet D: 0 to 12 months

Name _____

Date _____

_____ **MITCH Module 1** _____

Activity tried:

Materials used:

What happened - results:

Worksheet E: 12 to 24 months

Name _____

Date _____

_____ **MITCH Module 1** _____

Activity tried:

Materials used:

What happened - results:

Worksheet F: 24 to 36 months

Name _____

Date _____

_____ **MITCH Module 1** _____

Activity tried:

Materials used:

What happened - results:

Worksheet A: 0 to 12 months

Name _____

Date _____

_____ **MITCH Module 1** _____

Materials/toys available:

New things I need:

Worksheet B: 12 to 24 months

Name _____

Date _____

_____ **MITCH Module 1** _____

Materials/toys available:

New things I need:

Worksheet C: 24 to 36 months

Name _____

Date _____

_____ **MITCH Module 1** _____

Materials/toys available:

New things I need:

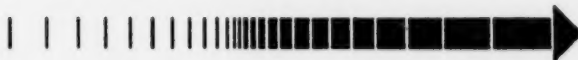


Family Functioning: The Impact of a Child with Special Needs

For ease of use, instructor is encouraged to remove the staple on this booklet and place the module into a three-ring binder.

Trim the binder identifier to an appropriate size, and affix to the spine of the binder.

BINDER IDENTIFIER





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